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ABSTRACT

Designed for use by students enrolled in the audioconference course, Introduction to Technical Services, this 2-part guide presents 10 course units on cataloging. The study guide provided in the first part presents the content of the lesson together with objectives and readings for each unit; the second part contains several assignments, or learning activities, for each topic. The units focus on: (1) the cataloging process, cataloging terminology, and the difference between descriptive and subject cataloging; (2) compiling the information for and typing a main entry catalog card; (3) applying descriptive cataloging rules to nonbook materials; (4) using the Alaska Library Network microfiche catalog to find cataloging information; (5) identifying the main entry and added entries of a work; (6) understanding the value of analytical entries for the small library and learning descriptive cataloging for computer software; (7) distinguishing between monographs and serial publications, differentiating between multipart and serial publications, using the open entry card format, and checking in periodicals; (8) determining the subject of an item, assigning a subject heading, and becoming familiar with the Library of Congress Subject Heading list, including use of subdivisions and experimenting with subject cross references; (9) assigning classification numbers to library materials using Dewey Decimal Classification; and (10) sorting catalog cards received with library materials and following basic rules for filing catalog cards in a library card catalog. (SD).

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Current Practices

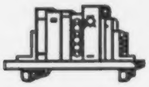
in

Library Cataloging and Classification

Revised Edition

by

Isabelle Mudd



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Revision of:
Introduction to Technical Services
Cataloging and Classification
Library Science 209

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Preface to Revised Edition

The first edition of the course outline was used in the spring semester of 1989 in teaching an audioconference course to twelve students at eleven sites in Alaska. Many of the students were working in libraries and had some basic knowledge of library cataloging and classification.

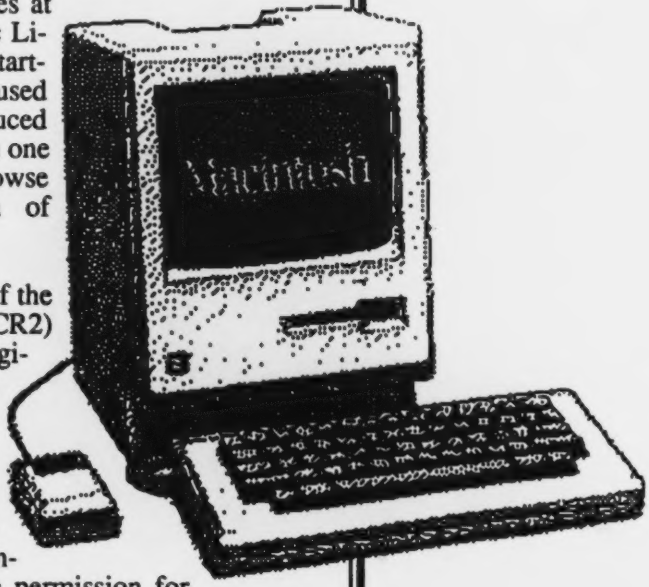
These students assisted me in identifying errors in the first edition of the study guide and also in finding omissions in the homework assignments. As I result, I spent the summer of 1989 revising the original document, correcting errors and adding new material.

Although the *Alaska Library Network microfiche catalog* is a basic tool, it is also a complex one. I found that those students who had been exposed to it through on the job training and workshops and who had been using it for a while, were able to use it quite easily. However, students who had never seen it before were at a distinct disadvantage. Therefore, a new Unit 4 has been added to teach the novice how to make use of this basic cataloging tool. Libraries can copy cataloging from this catalog, verify entries, check subject headings, and find classification numbers if they understand the information included in the entries.

In my haste to complete the first edition of the course outline, I neglected to express my thanks to other Alaskan librarians who helped me gather information and critiqued my early drafts.

Audrey Kolb, Northern Regional Coordinator, Alaska State Library, was my mentor throughout the task, gently pushing me to get it finished as I was trying to create a "perfect document." David Zavortink, who was Head of Technical Services at the Fairbanks North Star Borough Public Library and Regional Center at the time I started, loaned me a file of materials he had used when teaching a similar course, introduced me to *The Concise AACR2* which became one of our textbooks, and allowed me to browse through uncataloged items in search of assignment materials.

The 1988 revision of the second edition of the *Anglo-American Cataloging Rules* (AACR2) was released after I had completed the original course outline, therefore in order to find out the current practices for cataloging computer files, I used materials furnished me by Ruth Jean Shaw and Sylvia Fink of the Anchorage School District. They referred me to an article by Nancy Olsen of Mankato State University, Mankato, Minnesota. Nancy graciously gave permission for



me to use her article. Thanks to them, I was able to include the cataloging of computer files in the course.

Dee McKenna from Nome and Judy Monroe with the Alaska State Library, Anchorage read early drafts of the study guide and made many helpful suggestions

Then there were the students, from Anchorage, Bethel, Cordova, Delta Junction, Dillingham, Fort Yukon, Healy, Nome, St. Michael's, Tanana, and Unalakleet. They were dedicated, enthusiastic, and willing to help me find and correct errors and omissions. I thank them for their patience and suggestions.

Library cataloging and classification rules and practices change as the times change. Hopefully the students studying this course will learn how to interpret the rules and use the tools they have to provide a higher level of library service in their communities.

Guess I should thank my Mac too!

ABOUT THIS STUDY GUIDE

Preface to First Edition

This is the study guide you will use if you are a student enrolled in the library cataloging course, LS209 Introduction to Technical Services. You will learn how to do original cataloging following standard library procedures and using basic reference books or **tools** used by professional catalogers. You will also learn how to use other tools, such as the *Alaska Library Network microfiche catalog*.

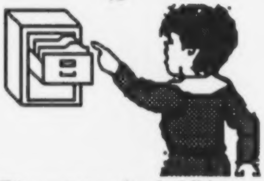
If you have been working for a while in your community library, you have received some training and most of you have had visits from a State Regional Coordinator or local area coordinator. You may have learned much of what you need to know to be comfortable in your job. You may even feel that you are more than comfortable, you know your community and your collection fairly well and are successful in providing for the information needs of your community.

So why do you need to know how to catalog since you order all your materials **preprocessed**? You order your books already cataloged with book jackets attached, spine labels in place, and book pockets pasted in the proper place. About all that is left for you to do is property stamp the item and file the catalog cards.

Even after you learn how to catalog, you will **still** order everything you can **preprocessed**, ***and so you should***. However, there are some items that you receive that do not come **preprocessed**. Processing may not be available for certain special Alaska titles and for many audiovisual items. You need to be able to catalog these and be certain that you are doing it correctly. Your cataloging must follow national standards so it will be be consistent with what you receive from your vendors and with the cataloging in the *Alaska Library Network* catalog. Otherwise your card catalog will be confusing and hard, if not impossible, to use.

This course will help you develop a better understanding of your card catalog. Your library probably already has a card catalog and you need to know how to maintain this catalog by interfiling cards for new materials and removing cards for items no longer in your collection. Some of you are already doing these tasks, but may be unsure as to the rules for filing in the new cards or even may have difficulty finding the cards you must remove.

By learning to do original cataloging, you will understand the work that is already done for you when you receive your preprocessed materials. You will understand the information on those catalog cards you file and know why it is there. You may be surprised just how much you will use your new skills to help your library users as they search for information in your library. The card catalog is such a common tool in libraries that everyone thinks it is pretty simple. After all children in elementary schools use it with ease! This is because a library



Elementary school children use a card catalog with ease!

card catalog may be used at many levels. Most people use it to find out if the library has a particular item and then to locate it on the library shelves.

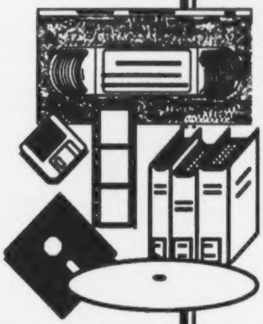
In reality a good card catalog is a pretty complex tool. Librarians and more sophisticated users use it in many ways. They can locate not only materials on a subject, but can also identify related materials on a similar subject which will help them understand their topic better. They can locate books with indexes which include subjects not found in an encyclopedia. They can find bibliographies on the subject to help them look for other titles and authors. They can find a summary of a film or videocassette program and even a list of the cast. They can help the student who wants a short book for a book report or needs the most recent book in the library on a subject.

The card catalog can be used to identify co-authors of a work or who illustrated a children's picture book. Once you have learned what goes into cataloging library materials, you will find that you will make use of the card catalog much more. You may even use it to answer questions your users ask that you thought you couldn't answer and had to refer to someone else. It is really quite a trick to place all this information on a catalog card which measures 3x5 inches!

A college course in library cataloging and classification must include certain basic information. Since you will receive college credit for completing this class, you will probably learn some basics which you may not use in your community library. However, should you leave your village and work in a library in another community, your employer will expect you to know these basics.

You will learn how to catalog materials although actually in your job, you are encouraged to order everything you can **preprocessed.** You will learn the correct form for typing catalog cards, but you may never have to actually type a catalog card. You may produce them using your computer with a catalog card producing program or perhaps using a word processor.

You will learn how to catalog all types of library materials so that you can catalog the items in your library that don't come **preprocessed**. Because you will actually catalog a variety of materials, you will build a file of catalog cards for samples. Samples of what to do are extremely useful in cataloging, but must not replace an understanding of the rule. You will notice that many examples are given throughout both the textbook and the rule book. You will also find some in this study guide. These will help you understand and apply the rules you learn.



You will learn to catalog many different types of media.

ABOUT THIS STUDY GUIDE

PREFACE TO FIRST EDITION

Probably the one skill you will use most is the interfiling of cards in your card catalog. You will learn filing rules by filing actual headings as they are found on catalog cards. However, you must create catalog cards before you can file them. Therefore, please don't be frustrated if filing isn't the first unit you learn. Be patient and complete each unit in turn until you reach the unit which covers filing rules.

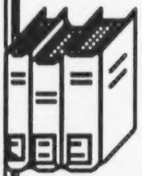
A useful byproduct of this course could be a manual of procedures which you might prepare. A manual of procedures for processing library materials includes all the steps you take when preparing materials for the shelves in your library. It starts with how you check the materials against the packing list to determine that the order is complete to the final filing the cards in the catalog. Since it is essential to be consistent in technical services, this manual would help you remember how you have decided to perform each task. For example, where do you property stamp the book? Do you have the pocket pasted in the front or the back? You need to know all these things when you order your books preprocessed also. In addition, it would save you time when you teach others to do the tasks. Finally, should you leave your job at the library, it would be extremely valuable to the person who follows you. It would enable that individual to continue providing library service that is consistent with what your community has grown to expect.

Although writing the manual of procedure is not a required part of this course, this is a good opportunity to get professional help in preparing one for your library. You will need to list the filing rules that you are using as you file your card catalog, so at least everyone should complete that portion of a manual of procedure!

As you work your way through the course outline, you will read the material in the **study guide** and your **textbook**. You will use the **rule book** to find out just how to fill out the catalog cards. Your **textbook** and **rule book** are:

1. **Textbook:**

Introduction to Technical Services for Library Technicians, by Marty Bloomberg and G. Edward Evans. 5th edition. Littleton, Colo., Libraries Unlimited, 1985. Chapters 15-25.



You need to order all you can preprocessed!

2. **Rule Book:**

The Concise AACR2, being a rewritten and simplified version of Anglo American Cataloguing Rules second edition prepared by Michael Gorman. Chicago: American Library Association, 1981.

ABOUT THIS STUDY GUIDE

PREFACE TO FIRST EDITION

You are not expected to read *The Concise AACR2* from cover to cover. It is intended to be used as a reference tool. You will use it to find the rules you need to apply when cataloging. As you work with it, you will find that you have to read each rule carefully. In fact, you may need to read the rule more than once and even aloud to help you understand it. Fortunately, there are many examples given to help you interpret the rules.

At the end of each unit you will find homework exercises. Mail these to your instructor as soon as you complete them. These will be corrected and returned to you as soon as possible since it is important for you to know if what you are doing is correct. So, mail in your homework promptly, check it over carefully when it is returned to you, and correct any errors you might be making.

If there is something you still do not understand, bring it up in class for discussion. Others may be having the same problem or other problems and be reluctant to mention it. It is important that you ask questions during the class audioconferences.

Remember, the card catalog is a basic library tool and cataloging is a valuable skill which helps the librarian provide better information services to the community.

Mail your homework to your instructor
as soon as possible

GETTING STARTED

Unit 1

Objectives

To understand the cataloging process and why library materials must be cataloged.

To learn terminology used by catalogers.

To understand the difference between descriptive and subject cataloging.

Cataloging can be one of the most interesting tasks in a library since the cataloger gets to see every new book or non-print item as it is added to the collection. Unfortunately, it is often one task which is either put off or left undone in the small library due to a lack of time or expertise--no one quite knows how to do it. Materials the library has purchased are unused because they remain uncataloged and therefore no one knows they are there!

What is Cataloging?

Cataloging is the process of determining the subject of an item and preparing a description of it so anyone using the library can find it. Determining the subject of an item is called **subject cataloging**, while preparing the description is known as **descriptive cataloging**.

At the Library of Congress, subject specialists do the **subject cataloging** while other catalogers prepare the **descriptive cataloging**. In some large libraries, a subject specialist might do both subject and descriptive cataloging, but in only one subject area. Of course, in the small library, the librarian does both.

What is the Catalog?

The catalog is an index which tells the user not only what is in the library but also where to find it. Early library catalogs were lists or books, but they were difficult to keep up to date. If the library has a complete list of its holdings, the only way to keep it current is to issue supplements each time materials are added. In a very short time this kind of a catalog becomes impossible to use. That is one reason libraries use a card catalog. Although is not always easy to fit all the information one wants to include about an item on a 3"x5" card, it has proven to be the most economical and flexible method.

Many libraries are beginning to use on-line computer catalogs or computer output microform (COM) catalogs, but the card catalog is still the most common. A librarian who knows how to catalog for the card catalog can easily move to the other types since they all follow the same rules for describing library materials.

Why Catalog?

Even the smallest library needs to be cataloged so that its users will be able to find what is there. Many librarians may think they know every-

Card
Catalog

Even a small library needs a complete card catalog so people can find the information it

thing that is in their collection, but as the collection grows that becomes impossible. Often there are several people who work in the library and they all need to be able to assist the users. And users need to be independent and learn how to find things for themselves. It is especially important for the young people in the community to learn how to use a library so they will have one more skill when they leave for college. That's why it is important for the catalog in the small library to follow standard procedures. If all library catalogs follow the same procedures, students will be able to use every card catalog they encounter with ease.

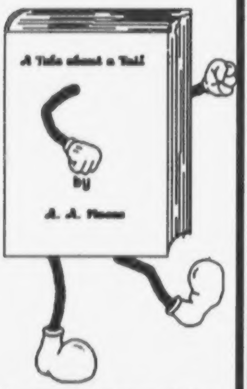
A catalog is necessary to enable a person to find a book if they know the author or title. It is also necessary to show what the library has by a given author or on a given subject.

Because the library is arranged by subject many users like to browse the shelves to find material. This works some of the time, but often information on a specific subject can be found in more than one place in the library. A catalog is essential if the user is to locate all of the information available. The librarian can use the catalog as a tool for evaluating the collection and in book selection. Before an item is ordered, the catalog is checked to be certain it is not already on the shelves or to determine if it is necessary to add it to the collection. Perhaps good information on the subject is already available on the shelves.

As the catalog is developed, the librarian sets up another file called the shelf-list. It is a card file which contains a card for every item on the shelves in the library and is arranged as the items are arranged on the shelves. It is used when taking inventory and can also be helpful in evaluating the collection. By counting the shelf-list cards, the librarian can determine how many items there are in the library. It can also be useful when filling out reports for the State Library.

Cataloging Terminology

The first step in learning to catalog is understanding the terminology since there are many unique words and phrases used in the rules. Now go to your assignment sheet for Unit 1.


A Tale about a Tail
by

I haven't been read. I'm going to find a cataloger to help people find me!

DESCRIBING A BOOK

Unit 2

OBJECTIVES

To learn how to read a work technically and to identify the information in the work itself which is necessary to use to describe the item.

To learn how to prepare a worksheet for descriptive cataloging an item.

To learn how to type a main entry catalog card.

To learn additional cataloging terminology and use it correctly.

Typing The Catalog Card

The typing of a catalog card is very exacting since it must conform to **International Standard Bibliographic Description (ISBD)** practice. This means that the various elements or parts of the description must be grouped by areas and be separated by specific types of punctuation. See page 172 in *Introduction to Technical services for library Technicians.*

The skeleton catalog card you copied for Unit 1 is an example of **ISBD** for an item which is entered into the catalog by author.

The **main entry** catalog card for an item includes a **call number** or address for the item, a **description** arranged according to **ISBD** rules, and **tracings**.

The **call number** is placed in the upper left corner of the catalog card. You use it to shelve the item in the library or as an address for that item. When typing the card, the **call number** begins on line three and is at least one space from the edge of the card. It should be close to both the top and the left edge, but down just enough so it will not be smudged by fingers as people use the card catalog.

123456789012345
2
3Call
4Number

123456789012345
2
025.02
Bloombe Bloomberg, Marty
Introduction to...

Next you place the **author's name** on line four beginning in the 11th space. This name is **inverted**, that is the last name is typed first, then a comma, and then the first name. Even if a book has more than one author, only one name, usually the first one listed on the title page, is used for the **main entry** and is placed on line four. In order for the author's name to stand out, the title, which is on the fifth line, is indented two spaces so the **title** starts in the 13th space.

The **author, title** and **publishing information** are found on the **title page**.

Sometimes a book has a main **title** followed by a **sub-title**, which may explain a bit more about the subject of the book. When typing the **title** on the catalog card, use the entire **title**, including the **sub-title**. Separate the

sub-title from the **title** proper using a **space:space.**

```
123456789012345
2
959.704
Herring    Herring, George C., 1936-
              America's longest war : the United States and Vietnam,
           1950-1975 /
```

After the **call number** is typed on the catalog card, the margin for the rest of the card will be at space 11 and the **indentions** will be at space 13. Following the **title** is a **space/space** followed by the **statement of responsibility**. Here is where all of the authors or **joint authors** may be listed, including the author used as **main entry**. Again, list the names in the order in which they are found on the **title page**.

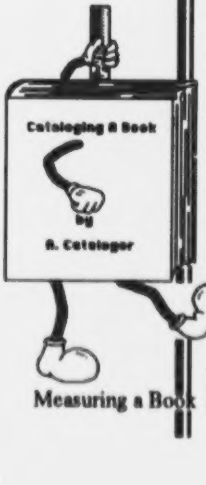
The **edition statement** follows the **statement of responsibility**. It is helpful when the **edition** is listed on the **title page** as it is in the textbook. However, sometimes you have to search for it. First look on the **back,** or **verso,** of the **title page**, and if you can't find it there, sometimes it is listed on one of the introductory pages. If you can't find an **edition** in the book, just omit the **edition statement** from the catalog card. On the catalog card the **edition statement** is separated from the **statement of responsibility** by a **space--space.**

```
123456789012345
2
025.02
Bloombe    Bloomberg, Marty.
              Introduction to technical services for library technicians /
           Marty Bloomberg, G. Edward Evans. -- 5th ed. --
```

The **publication and distribution area** follows the **edition statement** and is separated from it by a **space--space**. It contains the **place of publication**, the **publisher**, and the **date** the book was published or printed. Again, this information may all be right there on the title page or some of it may be found on the back or **verso** of the title page. Again, note the punctuation used is: **city comma space state space colon space publisher comma space date.**

```
123456789012345
2
025.02
Bloombe    Bloomberg, Marty
              Introduction to technical services for library technicians /
           Marty Bloomberg, G. Edward Evans. -- 5th ed. -- Littleton,
           Colo. : Libraries Unlimited, 1985.
```

The physical description area is next and begins at the 13th space or **second indention.** This is the place on the catalog card where you tell the user what the book looks like. How many pages does it have, are there any illustrations, and how tall or high is it?. If the **physical description area** requires more than one line, the second line goes back out to the 11th space or **first indention.** Punctuation is **p.** (following number of pages) **space : space ill.** (if there are any illustrations) **space ; space size in centimeters cm. space dash space (series).** This completes the first



Measuring a Book

123456789012345
2
025.02
Bloombe   Bloomberg, Marty.
        Introduction to technical services for library technicians /
    Marty Bloomberg, G. Edward Evans. -- 5th ed. -- Littleton,
    Colo. : Libraries Unlimited, 1985.
        397 p. : ill. ; 24 cm. -- (Library science text series)
    If there were another line it would be here.

paragraph of the catalog card.

There is one blank line between the **physical description** area and any **notes** or other information the cataloger might want to place in the next portion of the catalog card. Each separate piece of information starts at the **second indention** and if the **note** extends to more than one line, the second line plus all remaining lines start at the **first indention**. The **tracings** are placed at the bottom of the card, above the hole if possible and started at the second indention. Again, the second line goes back to the first indention. You will learn more about the rest of the catalog card later. This unit deals with only the first paragraph of the catalog card.

123456789012345
2
025.02
Bloombe   Bloomberg, Marty.
        Introduction to technical services for library technicians /
    Marty Bloomberg, G. Edward Evans. -- 5th ed. -- Littleton,
    Colo. : Libraries Unlimited, 1985.
        397 p. : ill. ; 24 cm. -- (Library science text series)

        Bibliography: p. 375-386.
        Includes index.
        ISBN 0-87287-497- 4 (pbk.)

        1. Processing (Libraries) I. Evans, G. Edward, 1937-
    II. Title. III. Series.

Reading Technically

The cataloger simply does not have time to read all the books to be cataloged. Also, there is not time to listen to the entire recording or view the whole movie. However, each item to be cataloged must be examined carefully as certain information is checked and recorded on a worksheet. The process of examining an item to find the information necessary for cataloging is called **reading technically**. It is difficult to remember to jot down all of the information you will need later when cataloging an item, so worksheets are provided to help the you when **reading technically.** Of course, when you are doing original cataloging in your library, you will have the item in your hand.

To start **reading technically** for the purposes of this unit, you will be provided with copies of **title pages** only with additional information as to the **format** of the books so you can fill out the **physical description area.**

Catalogers must read works technically.

More Terminology

In addition to the terms learned in Unit 1, the cataloger must be familiar with the parts of a book or non-print item in order to locate the information necessary for cataloging. These specific terms are used throughout *The Concise AACR2*. Appendix II which begins on page 139 is a complete glossary or list with definitions of terms used in the rules. Many unfamiliar words may be found in this glossary.

The Concise AACR2

The rules necessary for doing the cataloging assignments for this course can be found in ***The Concise AACR2*** by Michael Gorman, one of the editors of the second edition of the *Anglo-American Cataloging Rules*. It is designed for use by small libraries and contains only those rules that are absolutely essential for simplified cataloging. References in the textbook to "AACR2" refers to the second edition of the *Anglo-American Cataloging Rules* and not to *The Concise AACR2*. Many rules mentioned in the textbook will not be found in *The Concise AACR2*. To assist the student in using *The Concise AACR2*, full text rule numbers are given in brackets beside their equivalent in the concise text. Rule numbers used in this study guide are those of the concise text.

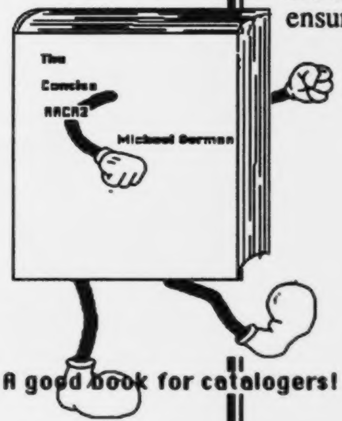
Small libraries and AACR2

Even the smallest library should follow standard cataloging rules. Although it is not necessary to describe an item in the detail used in a university library, using the simplified rules will insure that the card catalog is consistent and easy to use. Cataloging purchased from outside vendors follows these same rules so a knowledge of **AACR2** and **ISBD** makes it easier for the staff in the small library to use purchased cataloging.

1988 Revision of AACR2

The1988 revision of the second edition of the *Anglo-American Cataloging Rules* has been published since your textbook was written. That revision has been used as a reference tool in the preparation of this study guide to ensure that you learn the most recent cataloging rules.

Please turn to the assignment pages in the back of your notebook and do the readings and homework for Unit 2.



A good book for catalogers!

DESCRIBING NON-PRINT ITEMS

Unit 3

Objectives

To learn how to apply descriptive cataloging rules to non-book materials.

Do I Have to Learn More Rules?

You will learn only a few more rules which apply directly to the media type you are cataloging. The good news is you will use the same basic rules found in *The Concise AACR2* to catalog all of the various types of non-book materials in your library. Also the same cataloging worksheet form will be used for both books and non-book items.

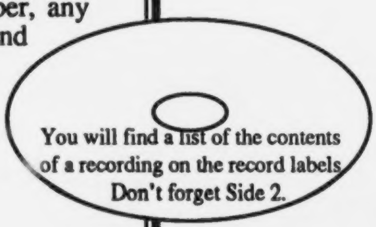
General material designation

When cataloging books, the **general material designation [GMD]** is omitted. Since your collection contains more books than anything else, this saves time. You will know when you see a catalog card with no **GMD**, it is describing a book. A good rule to follow is to use the **GMD** for non-book materials unless the same term is included in the title. This alerts the user that special equipment may be necessary in order to use this item possibly limiting its use to the library. The **GMD** is placed immediately following the title proper and is surrounded by brackets [ ].

Other major differences

Since non-book materials are very different in appearance from books as well as from each other, the **physical description area** for each type of material requires different information. The rules are very specific with good examples so describing a variety of materials is not as confusing or difficult as it was before AACR2.

By their very nature, non-book items may require more notes than books. For example, the user may not be able to determine the **audience** for a film, Rule 8B11, by looking at the case, so that information is often included in the **note area**. Some movies are enjoyed by just about everybody, including children, while others appeal to a very special **audience**, or group of people. Of course, if the **audience** for a movie is clear from other information on the catalog card, a special **note** is not necessary. A **summary** of the story is given for a movie, similar to the **summary** found on catalog cards for children's books. In some cases, a description of the contents of the item can be helpful to the user. Recordings including several different songs may require **contents notes**. Just remember, any **notes** you place on a catalog card should have a purpose and should be helpful to a library user.



You will find a list of the contents of a recording on the record labels. Don't forget Side 2.

Hanging indention

The main entry for many non-book materials is by title because no one person is clearly responsible for the work. This means that the format of the catalog card is slightly different from the one you learned in Unit 1. The author line is omitted and the first line of the title starts at the first indention. The title is considered to be the **main entry**. The remainder of the **body** of the card which includes the rest of the **title** and **statement of responsibility areas** through to the **physical description area** has a margin at the **second indention**. This format is known as a **hanging indention**.

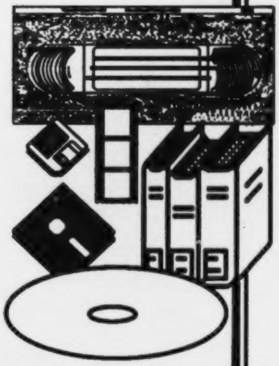
```
12345678901234567890
2
3Call
4Number    Title [GMD] : subtitle / first statement of
             responsibility ; each subsequent statement
             of responsibility. -- edition statement. --
             First place of publication, etc. : first
             publisher, etc., date of publication.
             Extent of item : other physical details ;
           dimensions. -- (Series)

             Note---------------------------------------
           ------------------------.
             Standard number.
             Tracing------------------------------------
           ----------------○
```

One set of rules for all types of materials

There are still more similarities than differences between book and non-book cataloging so that one set of rules can cover the cataloging of all types of materials.This makes it much easier for the cataloger to work with many different types of materials. Also, it makes the card catalog much easier to use as it is consistent and follows standard procedures. A library patron, who is skillful in using the card catalog in even the smallest library, is able to use the catalog in other libraries.

Now turn to the Assignment for Unit 3 in the back of the notebook. There is quite a bit to learn in this assignment so take your time to prepare your homework carefully and mail it to your instructor as soon as you have completed it.



Even the smallest library needs to catalog all types of media.

WHAT IS THE ALN CAT?

Unit 4

Objectives

To learn how to use the Alaska Library Network microfiche catalog to find cataloging information.

To learn how to use the information found in the Alaska Library Network microfiche catalog to type a catalog card.

About *ALN Cat*

Before we go any further in learning how to catalog, it is important for you to learn how to use one basic tool. You will use this tool constantly, not only as you prepare your homework for this course, but when you have completed this course and are doing original cataloging on your own. Before you begin reading this unit, please locate your copy of the *Alaska Library Network Catalog*, set up your microfiche reader, and be prepared to look up some of the references made in this text.

First check the date listed at the top of the catalog. The *Alaska Library Network Catalog (ALN Cat)* is a microfiche catalog of all the titles input by Alaskan Libraries to the **Western Library Network** from mid-1978 through August of the last year listed at the top of each microfiche. More titles are being added all the time and these will be included in later editions of the catalog. Not only are the new titles added in Alaskan libraries included in this catalog, but as libraries input all the titles they own, all their holdings, these are added also. Going back and adding total library collections to the **Western Library Network** database is called **retrospective conversion.**

You will note that the *ALN Cat* is a **divided** catalog. That is, it is divided into two parts. For the present we will be using the **AUTHORS/TITLES** part.

If you have trouble using *ALN Cat*, the filing rules used are listed beginning on page 54 in this study guide.

Using *ALN Cat*

First let's look up our textbook to see if it is listed in the **ALN Cat**. When you look under **Bloomberg, Marty,** you will find several titles listed.I am using an *ALN Cat* dated 1987/88 and the following is what I found in my copy of the catalog.

Introduction to technical services for library technicians [by] Marty Bloomberg and G. Edward Evans. Libraries Unlimited, 1971. 175 p. illus. 24 cm.
Z688.5.B5 Ak AkU AkAU
025 BLO AkFw
R 025.02 BLO AkKe
025.02 BLO AkWas
Z688.5B5 AkSJ [79-166966]

This is the first entry I found. Notice it does not use the **ISBD punctuation** you learned in Unit 2. It was cataloged prior to the adoption of the rules you are using. If you were to use this information you would have to add your own punctuation when typing catalog cards. You would also have to verify the rest of the information given.

These entries are for the 3rd, 4th and 5th editions of this library textbook. You will notice that the entry is a brief one in that there are no notes, no subject headings or added entries listed. Even the punctuation is incomplete although these entries do follow the ISBD format. Notice the dashes are omitted around the edition statement.

The listings following the size of the book are call numbers and symbols for libraries that own these editions. For example, AkU stands for Rasmuson Library at the University of Alaska Fairbanks. The State Library (Ak) and it were the first libraries to join WLN and to input holdings.

Some call numbers are Library of Congress (Z688.5.B5 1976) and some are Dewey Decimal Classification numbers (023.02 BLO).

The number in brackets is the Library of Congress card number for the item (LCCN)

Introduction to technical services for
library technicians / Marty
Bloomberg, G. Edward Evans. 3rd ed.
Libraries Unlimited, 1976. 298 p. : ill.
; 24 cm.
Z688.5.B5 1976 AkU AkJU
025.02 B @ LR AkAS [76-043294]

Introduction to technical services for
library technicians / Marty
Bloomberg, G. Edward Evans. 4th ed.
Libraries Unlimited, 1981. 363 p. : ill.
; 24 cm.
Z688.5.B5 1981 AkU AkAU AkPaLU
AkNNC
025.02 BLO AkFw
Z/688.5/.B5/1981 AkF
025.02 B AkFr
025.02 BLOAkFg [81-000798]

Introduction to technical services for
library technicians / Marty
Bloomberg, G. Edward Evans. 5th ed.
Libraries Unlimited, 1985. xix, 397 p.
: ill. ; 25 cm.
Z688.5.B5 1985 AkU
LIBRARY OFFICE 025.02
BLOOMBERG @ JUN AKJ
025.02 BLOOMBE AkA
Z/688.5/.B5/1985 AkF [85-010332]

Author Card in your Card Catalog

In your card catalog, the author entry will include complete cataloging information. As you can see this is not the case in the *ALN Cat*. This is one basic difference between the *ALN Cat* and the procedures you will learn in this course. You have learned that the **Main Entry** is usually an **Author Entry** (see page 144 in your textbook).

Title Entry in *ALN Cat*

Now look up just the 5th edition in the **title** part of the *ALN Cat*. This is where you will find complete cataloging information for the item. Remember this when using the *ALN Cat*, the author listing will give you a brief citation, but if you are looking for complete cataloging, you must check under the title of the item. In other words, the **title entry** is really

I'm not lion, use the title entry in the ALN to find all the information you can about an item.

Introduction to technical services for
library technicians / Marty Bloomberg, G.
Edward Evans. **Bloomberg, Marty.** -- 5th
ed. -- Littleton, Colo. : Libraries Unlimited,
1985. -- xix, 397 p. : ill. ; 25 cm. -- (Library
science text series)
Includes index.
Bibliography: p. 375-386.
ISBN 0872874869.
ISBN 0872874974 (pbk.)
1. Processing (Libraries) 2. Library technicians. I. Evans, G. Edward, 1937- II. Title.
III. Series.
Z688.5.B5 1985 AkU
LIBRARY OFFICE 025.02 BLOOMBERG
@ JUN AkJ
025.02 BLOOMBE AkA
Z/688.5/.B5/1985 AkF [85-010332]

the **main entry** in the *ALN Cat*. As you can see, this **title entry** gives you a complete citation for this item including the call numbers and symbols for the Alaskan libraries which have the item in their collections.

If you were to look this up in your *ALN Cat*, the information given immediately following the statement of responsibility would not be printed in boldface. I printed it here so you could see where to find the **author** or **main entry** in a **title entry** in the *ALN Cat*. If you check over the punctuation here you will find that it follows **ISBD** rules.

More about the *ALN Cat*

Following is a list of **Holding Symbols** used in the *ALN Cat*. These are helpful if you want to borrow an item from one of the libraries on interlibrary loan. Your copy of the catalog should include a set of introductory cards containing this information.

Holding Symbols

Ak	Alaska State Library, Juneau
AkAAH	Alaska Health Sciences Libraries, Anchorage
AkAAS	ASK* Information Search, Anchorage
AkAAPu	Alaska Pacific University Library, Anchorage
AkAAR	Alaska Resources Library, Anchorage
AkAAVS	UAITC/CIT/Audio Visual Services, Anchorage
AkAbF	Auke Bay Fisheries Lab, Library, Auke Bay
AkAFG	Alaska Dept. of Fish & Game, Habitat Division Library, Anchorage
AkA-I;AkAR	Anchorage Municipal Libraries
AkAS	Anchorage School District
AkAU	University of Alaska, Anchorage Library
AkB	Kuskokwim Consortium Library, Bethel
AkBarN	North Slope Borough School District Curriculum Center, Barrow
AkDFG	Alaska Dept. of Fish & Game Library,Douglas
AkDJHS	Juneau-Douglas High School Library, Juneau
AkEiel	U.S.A.F. Eielson Library, Fairbanks
AkElm	U.S.A.F. Elmendorf Library, Anchorage
AkELm-M	U.S.A.F. Elmendorf Medical Library, Anchorage
AkF	Fairbanks North Star Borough Public Library

You mean to tell me that all of these libraries have input their holdings into the Western Library Network data base?

Holding Symbols (continued)

AkFg	Fort Greely Post Library, Fairbanks
AkFM	Fairbanks Memorial Hospital Library
AkFr	Fort Richardson Post Library, Anchorage
AkFw	Fort Wainwright Post Library Fairbanks
AkFWHS	West Valley High School Library Media Center, Fairbanks
AkHom	Homer Public Library
AkJ	Juneau Memorial Library
AkJBM	U.S. Bureau of Mines Library, Juneau
AkJFS	U.S.D.A. Forestry Sciences Library, Juneau
AkJL	Legislative Reference Library, Juneau
AkJU	University of Alaska, Juneau Library
AkK	Ketchikan Public Library
AkKc	Ketchikan Community College Library
AkKe	Kenai Community Library
AkKo	A. Holmes Johnson Memorial Library, Kodiak
AkKoC	Kodiak Community College Library
AkKSD	Ketchikan Gateway Borough School District, Ketchikan
Ak-L	Alaska Court System Law Library, Anchorage
AkN	Kegoayah Kozga Public Library, Nome
AkNNC	Northwest Community College, Learning Resources Center, Nome
AkNak	Martin Monsen Library, Naknek
AkP	Petersburg Public Library
AkPaEA	Alaska Agricultural & Forestry Experiment Station Library, Palmer
AkPalU	Matanuska-Susitna Community College Library, Palmer
AkPal	Palmer Public Library
AkS	Kettleson Memorial Library, Sitka
AkSC	Sitka Council on Alcoholism and Other Drug Abuse Library
AkSJ	Sheldon Jackson College, Stratton Library, Sitka
AkSol	Soldotna Public Library
AkSolK	Kenai Peninsula Community College Library, Soldotna
AkSSD	Sitka School District
AkU	Rasmuson Library, University of Alaska, Fairbanks
AkU-AB	University of Alaska, Fairbanks, Institute of Arctic Biology
AkU-G	University of Alaska, Fairbanks, Geophysical Institute
AkU-M	University of Alaska, Fairbanks, Biomedical Library
AkU-MS	University of Alaska, Fairbanks, Institute of Marine Science
AkU-Mu	University of Alaska, Fairbanks, Museum Library
AkU-W	University of Alaska, Fairbanks, Wildlife Library
AkV	Valdez Public Library
AkWas	Wasilla Public Library

The introductory cards also give the addresses for each of these libraries and instructions for sending interlibrary loan requests. Now turn to the Assignment pages for Unit 4 in the back section of your notebook. Complete the assignment and mail it promptly to your instructor.

That *ALN Cat* is a good tool to use when cataloging library materials

WHO'S THE AUTHOR?

Unit 5

Objectives

To learn how to identify the main entry and added entries of a work..

To learn how to determine the form of entry and make the necessary references.

Choice and Form of Access Points - Why We Need Rules?

Most of the time it is fairly easy to determine the **main entry** for an item, so why use rules? After all, the **author** or **authors** are listed on the **title page** of the book, clearly printed somewhere on the **record label**, or listed in the first few or last frames of a film. But even for those items which seem to be simple, it is important that the cataloger check the rules and determine which rule applies to that specific situation. Whenever a choice of an access point is made, you should be able to name the rule which allows that choice. Otherwise it is easy for the beginner to make mistakes. Even experienced catalogers constantly refer to the rules as they work to determine which is the correct rule to follow. Rules are also necessary when establishing the proper form of **entry**.

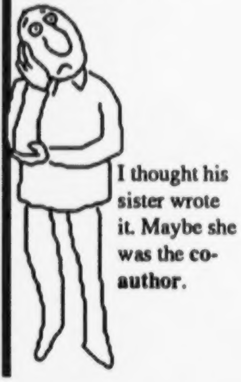
About the Main Entry

Catalog cards are filed by the information on the top line of the card. The **main entry** appears on the top line of the **main entry** card; which is the basic unit card before subject headings and other entries are added. Main and added entries are nearly always selected from information found in the **Chief Source of Information**. In most cases the **main entry** is an **author** or creator, a single individual easily identified as the one responsible for the work.

Whee! I wrote a book!

More About the Main Entry

Sometimes the author can be a **corporate body** or the agency responsible for the publication or distribution of the work. If it is not clear just who is responsible, or if the work has four or more authors, the **title** is used as the **main entry**. A **title** is also the **main entry** when only an editor or compiler is named or when the work is issued by a **corporate body** but does not fit a category for **corporate entry**. When the **title** becomes the **main entry**, the **hanging indention** form is used when typing the catalog cards. You will find a form for typing a **hanging indention** in Unit 3.


I thought his sister wrote it. Maybe she was the co-author.

Personal author

Determining the **main entry** is easiest when one person is obviously responsible for creation of a work. If more one person is named on the **title page**, then the **first named** is used as **main entry** and up **two** others are listed in the **statement of responsibility**.

Form of Entry for a Personal Author

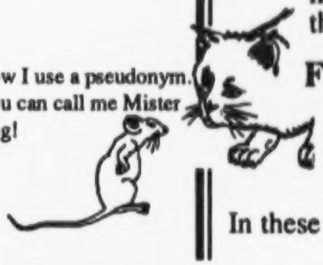
After the **main entry** has been chosen the cataloger must determine if the name found in the **chief source of information** is how that individual is commonly known. You have observed that a personal name is always **inverted** when used as a heading on a catalog card; that is the last name is printed first, then a comma, and then the first name. The first step in determining the proper **heading** or **form of entry** for a **personal author**, is to check in the *Alaska Library Network microfiche catalog* under the person's last name. If you find it there, that probably is the correct **heading** for that person. However you must check the punctuation to be sure that **ISBD** format is used in the citation or try to find one that uses **ISBD** punctuation. If ISBD punctuation is not used in the *ALN Cat* entry, you should stop and check your rule book to find the rule which covers that entry and verify that the form is correct. Next you will check in your card catalog to see if the library already has material by that author and if the **form of entry** or **heading** is the same. If the **heading** in the card catalog is different from the one found in the *ALN Cat*, then the cataloger must make a reference linking the two items together so the person looking for material by that author will find both items. Another solution would be to recatalog the item already listed in the card catalog so that the name is entered the same for both items.

References

Problems arise when an author's name appears in several different forms in various works. If the cataloger uses the **chief source of information** each time an item is cataloged, then that same person may be entered in the card catalog in a variety of ways. Often library users want to read all the books a specific author has written, but don't know all the headings used. This is often true with authors who use **pseudonyms**, or assumed names.

If it is a simple choice between two forms of the name, it is easy to choose one and stick to it. A **see reference** can be made from the form not used to the one which is used. A **see reference** means that form is not used and the user is directed to the chosen **form of entry** for that person or corporation.

There are times when an individual has written several books under each of many **pseudonyms**. The cataloger may decide that more than one of these names is commonly known and therefore should be used as given in the **chief source of information**. When this happens **see also references** must be made for each name used. Each **see also reference** refers the user to all of the other **entries** used for this individual.


Now I use a pseudonym. You can call me Mister Dog!

Form for Typing References

When typing **see** and **see also references**, type the first line at the **second indention**, the line with the **see** or **see also** at the **third indention**, and the forms used at the **first indention.**

In these examples, the individual is sometimes known by other names, but is entered in the card catalog under Agatha Christie and neither of the other names is used.

```
1234567890123456
2
3
          Westmacott, Mary
             see
        Christie, Agatha
```

```
1234567890123456
2
3
          Mallowan, Agatha
             see
        Christie, Agatha
```

In the following examples, this individual writes under many different names and has avid readers who look for her under each of the names.

```
1234567890123456
2
3
          Hibbert, Eleanor
             see also
        Carr, Phillipa
        Holt, Victoria
        Kellow, Kathleen
        Plaidy, Jean
```

```
1234567890123456
2
3
          Kellow, Kathleen
             see also
        Carr, Phillipa
        Hibbert, Eleanor
        Holt,Victoria
        Plaidy, Jean
```

```
1234567890123456
2
3
          Holt,Victoria
             see also
        Carr, Phillipa
        Hibbert, Eleanor
        Kellow, Kathleen
        Plaidy, Jean
```

```
1234567890123456
2
3
          Carr, Phillipa
             see also
        Hibbert, Eleanor
        Holt, Victoria
        Kellow, Kathleen
        Plaidy, Jean
```

```
1234567890123456
2
3
          Plaidy, Jean
             see also
        Carr, Phillipa
        Hibbert, Eleanor
        Holt,Victoria
        Kellow, Kathleen
```

Some read only those books written by Victoria Holt, while others swear by her historical fiction written as Jean Plaidy. You may have some of her books in your library, but did you know she uses all these **pseudonyms**? As you can see, each of her names is used in the card catalog, so it is necessary to let the reader know that these names are all used by the same person. Of course, you make only those references for the names you have as

All those names for just one person? How can she write so many books. I can't even read one!

headings in your card catalog. It is important to remember when making references that the **headings** you refer to must exist in your card catalog. Otherwise you will be guilty of making a **blind reference**.

Name Not Listed

Some names may not be in the *ALN Catalog*. When that happens, you will need to look in biographical dictionaries, such as *Current Biography* or *Who's Who in America*. One of these might list that person so check to see how the name is entered in that reference tool. It is even better if you can find the name in two places and they agree. If all the searching fails, then use the name as found in the **Chief Source of Information** and follow the rules listed on pp. 82-100 in *The Concise AACR2*.

Corporate author

Sometimes a **corporate body** can be the author of a work. A **corporate body** is a **company**, such as British Petroleum, or a **government agency** like the **Alaska State Library**, a **city council**, or the **United States government**. A **corporate body** may have other smaller bodies or subordinates under it. For example, your village council might have a committee to work on a special project. That committee would be **subordinate** to the larger council. This has led to a number of complex problems. Corporations and government agencies have multiplied, divided, changed names and extended their activities. *AACR2* cataloging rules have limited the number of **corporate entries** so many works which may have been cataloged under a **corporate heading** in the past, no longer are. This is why it is important to check for the **ISBD punctuation** when using the *ALN Catalog* to determine an entry. Rule 18B2 on page 55 of *The Concise AACR2* is an important one when identifying a work for which a **corporate entry** may be used. There are some good examples of **corporate entries** included with the rules.

Form of Corporate Entry

As with personal authors, a **corporate body** is entered under the name most likely to be known to the library user. The more common corporate bodies may be found in the *ALN Catalog*. Rules 43-46D, pages 105-119 in *The Concise AACR2* are the ones to use to determine the form of entry for a **corporate author**. Sometimes you will find that you may need to check the rules to know where to search in the *ALN Catalog* for a listing.

Title Main Entry

When it is impossible to decide who is responsible for a work or when the rules dictate it, the title becomes the main entry and the catalog card follows the **hanging indention** format described in the study guide for Unit 3. If you have already filled out the descriptive cataloging information on a CATALOGING WORKSHEET, the title has been determined. All that is left is the typing of the catalog cards.

You mean to tell me that our village council is a **corporate body**? I think they believe they belong to a **heavenly body**!

Uniform title

When there are several editions of a particular work, catalog cards for these should all be filed together in the card catalog. If all of the editions have the same title, there is no problem. Sometimes distinct editions of the same work will have different titles. When this happens, the cataloger selects a **uniform title** so that all the editions will be together in the card catalog.

There are examples of **uniform titles** in *Introduction to Technical Services for Library Technicians*, pp. 236-7 and you will find the rules for **uniform titles** in *The Concise AACR2* , pp. 120-6.

Added Entries

After you have selected the **main entry**, you still have to choose the **added entries**. The main reason for **added entries** is to make additional access points to help the user find the item through the card catalog. **Added entries** are usually taken from the **chief source of information**. Rules numbered 24, pages 70-80 in *The Concise AACR2* deal with choice of **added entries. Form of entry** rules for **added entries** are the same as for **main entries** since they are both **headings** on catalog cards.

Non-print items, such as video tapes and films, may have many different people and corporate bodies involved in their production. It is easy for the cataloger to get carried away when making added entries for these items. This is the time to remember the basic rule 24A2 on page 70 of *The Concise AACR2*. Ask yourself if it is a **heading** which would help the user locate this item. If it is not, then don't bother to make it.

If the cataloger decides to make an **added entry**, that name should already appear somewhere on the catalog card. It can be located in the **statement of responsibility,** in a **note**, or elsewhere on the card, but it must be somewhere on the catalog card other than in the tracings. See Rule 24A4.

Tracings

The **tracings** are placed at the bottom of the catalog card and are used to **trace** the other cards in the catalog for an item. When typing the **tracings** on a catalog card, the **subject headings** are always placed first and are numbered using Arabic numerals such as 1, 2, 3, 4, 5 etc. **Added entries** that are not subjects are next and these are numbered using Roman numerals such as I, II, III, IV, V, etc. **Title added entries** are usually listed last unless there is a **series added entry**, which is listed after the title.

Sometimes the official title of an item is not the same as what the work is commonly called. In that instance, a second title added entry for the common title is listed after the official title added entry.

Please reread the above paragraph! In the tracings **always** place the subject headings first and use Arabic numerals to number them.

Next, using Roman numerals, list the added entries placing the title added entry last unless there is a series. If there is a series added entry it is **always last.** Then the title added entry is **next to last**.

When an item is withdrawn, tracings help you to find all the cards for that item filed in the card catalog.

If there is no series added entry, then the title added entry is **last** except when the cataloger decides to make additional title added entries, which always follow the title added entry.

There is a lot of information in this unit so you should read the study guide carefully and note any questions you may have. Your understanding of this material is critical if you are to be successful in completing this course. Make sure you ask all the questions you have or indicate points you do not understand when your class meets.

Now turn to the Assignment pages for Unit 5 at the back of the notebook. Be sure to mail the homework to your instructor as soon as you complete it so it can be corrected and returned to you as soon as possible. Then you will know if what you have done is correct and can check over and correct any errors you may have made. It is important to be certain what you are doing is correct and not practice mistakes!

Use all the tools you have including the *ALN Cat* and be sure to mail your homework promptly!

GETTING MORE FROM LESS

Unit 6

Objectives

To understand the value of analytical entries for the small library.

To learn descriptive cataloging for computer software.

To review rules learned in Units 1-5.

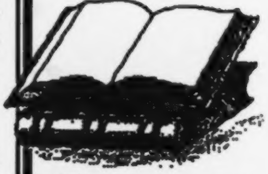
Analytical Entries

An **analytical entry** is made when there is information in a book or nonbook item which the cataloger feels might be useful to a library user and the only way the user will find it is through an entry in the catalog. It may be a chapter or just a few pages in a book, or only a few frames in a movie, but it is information that someone might request. Often it is made when the librarian purchased the item because it contained certain information or, if a recording, a particular song.

Analytical entries can be very useful in a small library to make sure that all information in the collection is made available to the user. A common **analytical entry** is a **title analytic** for each story or song when the book or record contains several short stories or songs. A collection of plays by several authors may require both author and title analytics. The most popular song on a record may not appear in the title but library users ask for it. It is quite simple to make another added entry in the form of a **title analytic.**

If a very small library does not have an entire book on earthquakes, but has a geology textbook with an excellent chapter on the subject; then the cataloger would make a **subject analytic** to assist library users looking for information on earthquakes. **Analytical entries** make it possible for the small library to make the most of its collection. Use Rule 24B8 (a) p. 79 in *The Concise AACR2* when preparing analytical entries.

The next page contains 3 facsimiles, a title page, the back (verso) of that title page and the next page, from a book which contains three short stories. You should study each of these pages and relate them to the cataloging worksheet example which follows. Please note how title of the information found on the verso of the title page is actually used by the cataloger. The purpose of this example is to show you that analytics can be traced as added entries. Also they can be traced as they are in the example as "`Title anal.`" When removing this set of cards from the catalog, you would use the contents note to identify the titles since analytics are made for all the titles in the contents. If you knew the authors of each of the short stories, you would be able to locate them in the card catalog through the added entries. However, title analytics are necessary if you know only the title and want to find the story using the card catalog.



A small library may use analytical entries to help the user find all the information available.

GETTING MORE FROM LESS
Unit 6

Romance
Treasury

THE ROMANCE TREASURY
ASSOCIATION
NEW YORK TORONTO LONDON

Title Page

CONTENTS

Page 11
MEET THE SUN HALFWAY
Jane Arbor

Page 215
A FAMILY AFFAIR
Charlotte Lamb

Page 393
KYLE'S KINGDOM
Mary Wibberley

Next Page

ROMANCE TREASURY
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All characters in this book have no existence outside the imagination of the author and have no relation whatsoever to anyone bearing the same name or names.

These stories were originally published as follows:

MEET THE SUN HALFWAY
Copyright 1974 by Jane Arbor
First published by Mills & Boon Limited in 1974

A FAMILY AFFAIR
Copyright 1974 by Charlotte Lamb
First published by Mills & Boon Limited in 1974

KYLE'S KINGDOM
Copyright 1974 by Mary Wibberley
First published by Mills & Boon Limited in 1974

ROMANCE TREASURY is published by
The Romance Treasury Association, Stratford, Ontario, Canada.
Editorial Board: A.W. Boon, Judith Burgess, Ruth Palmour, Alice E. Johnson and Ilene Burgess

Dust Jacket Art by David Craig
Story Illustrations by David Craig
Book Design by Charles Kadin
Printed by the Alger Press, Oshawa, Ontario
Bound by T.H. Best Printing Co. Ltd., Don Mills, Ontario

ISBN 0-373-04044-X

Printed in Canada A044

Book is 19 cm high and last numbered page is 574. Book is illustrated. Notice how little of the information on the back of the title page you actually use in cataloging this item.

CATALOGING WORKSHEET

Main Entry:
Romance treasury.

Title (other title information, statement of responsibility):

Edition:

Publication area (Place, publisher, date):

New York : Romance Treasury Association, c1979.

Physical Description:

571 p. : ill. ; 19 cm.

Series:

Notes:

Contents: Meet the sun halfway / Jane Arbor -- A family affair / Charlotte Lamb -- Kyle's kingdom / Mary Wibberley.

ISBN: 0-373-04044-X **LCCN:**

Subjects:
1. Love stories, English.
2. English fiction--20th century.

Added Entries:

I. Arbor, Jane. Meet the sun halfway.
II. Lamb, Charlotte. A family affair.
III. Wibberley, Mary. Kyle's kingdom.
Title anal.

DDC: 823 **LC:**

Romance treasury makes us think of Cupid!

Analytical entries:

Main Entry

823
Rom
Romance treasury. -- New York : Romance Treasury
Association, c1979.
571 p. : ill. ; 19 cm.

Contents: Meet the sun halfway / Jane
Arbor -- A family affair / Charlotte Lamb --
Kyle's kingdom / Mary Wibberley.
ISBN: 0-373-04044-X

1. Love stories, English. 2. English
fiction--20th century. I. Arbor, Jane.
Meet the sun halfway. II. Lamb, Charlotte.
A family affair. III. Wibberley, Mary.
Kyle's kingdom. Title anal.

Author Analytical Entry

823
Rom
Arbor, Jane. Meet the sun halfway.
Romance treasury. -- New York : Romance Treasury
Association, c1979.
571 p. : ill. ; 19 cm.

Contents: Meet the sun halfway / Jane
Arbor -- A family affair / Charlotte Lamb --
Kyle's kingdom / Mary Wibberley.
ISBN: 0-373-04044-X

1. Love stories, English. 2. English
fiction--20th century. I. Arbor, Jane.
Meet the sun halfway. II. Lamb, Charlotte.
A family affair. III. Wibberley, Mary.
Kyle's kingdom. Title anal.

I'm looking for a love story by Jane Arbor.

Notice that this **added entry** is traced at the bottom of the card although it is an **author analytical entry** since it lists part of the item or one short story in the book.

Title Analytical Entry

```
823
Rom         Meet the sun halfway.
         Romance treasury. -- New York : Romance Treasury
            Association, c1979.
            571 p. : ill. ; 19 cm.

            Contents: Meet the sun halfway / Jane
         Arbor -- A family affair / Charlotte Lamb --
         Kyle's kingdom /Mary Wibberley.
            ISBN: 0-373-04044-X

            1. Love stories, English.  2. English
         fiction--20th century.  I. Arbor, Jane.
         Meet the sun halfway. II. Lamb, Charlotte.
         A family affair.   III. Wibberley, Mary.
         Kyle's kingdom.              Title anal.
```

When **title analytics** are traced as they are on the example above (`Title anal`), you must make a title analytic for **each** title listed in the **contents note**. This book would have **three** title analytics made for it.

Contents note

When you make **author** and **title analytics**, you must make a **contents note** on the card. Rule 24A4 in *The Concise AACR2* applies to analytics as well as to other added entries. Rule 8B14 discusses **contents notes** and gives the form to be followed. The previous **title page, cataloging worksheet**, and set of **catalog cards** illustrates use of a **contents note**.

Contents notes are used whenever a work contains several parts. You, as cataloger, will decide if a **contents note** is necessary. Will it be helpful to your library user? Good examples of the use of **contents notes** are the two recordings cataloged on our worksheets. If Barbara Mandrell's song *Games People Play* were a favorite among your library users, you might make a **title analytic** for that song. If no one is interested in any of the other songs, you would make only the one analytic and not make analytics for the other titles. Just because you make an **analytic** for one song or a part of a book, you don't have to make any more for that item. In a small library the **analytic** allows you to make the most of your collection.

Not only did I find a story by Jane Arbor but I found 3 more love stories.

GETTING MORE FROM LESS
Unit 6

Cataloging Microcomputer Software

Some libraries have **computer software** available for their users. If this is the case, the information on the catalog card must give more information than merely the author and title. It must also let the user know what kind of **computer system** can **run** the **program**. Just because a user has a computer does not mean that the library programs will be useful. They may not be **compatible** with the user's machine.

Just as you learned the parts of a book, you must become familiar with parts of a microcomputer in order to catalog **microcomputer software**. If you are not familiar with microcomputers, you should get someone to help you with this part of the Study Guide. Although the terms used are explained, you need to have someone show you how to use a microcomputer. This will help you to become familiar with some of the language used. You should know that the microcomputer itself is called **hardware** while the disks with information on them are called **software.** If you have only the **hardware** without the **software**, you need to be a programmer in order to use it! **Software** makes it possible for people who are not programmers to use microcomputers.

A microcomputer generally consists of a **central processing unit** or **CPU**. some **random access memory,** an input device which is the **keyboard,** and a **monitor** or output device. **Hard** or **floppy disk drives** are used as both input and output devices. They store additional information and give the computer instructions. These instructions are called **programs, application software,** or **software**. The **CPU,** which is the brains of the computer, processes all the instructions or information it receives from the **keyboard** or the **drives**. A **printer** is one more **peripheral output device** which is generally included as part of a **microcomputer system**.

Each microcomputer has what is called an **operating system.** This system is the housekeeper of the computer and controls all the **peripheral devices**, such as **keyboards, disk drives,** and **printers**. The main reason many computers are not compatible and cannot use programs designed for other machines is due to a variety of operating systems. If this is all new to you, ask the computer expert in your community to show you the inside of a microcomputer so you can actually see the various parts mentioned.

Usually the manuals that come with a computer contain excellent glossaries to define the terminology. If you encounter an unfamiliar term as you continue to read, please refer to the **Microcomputer Glossary** placed at the end of this unit.

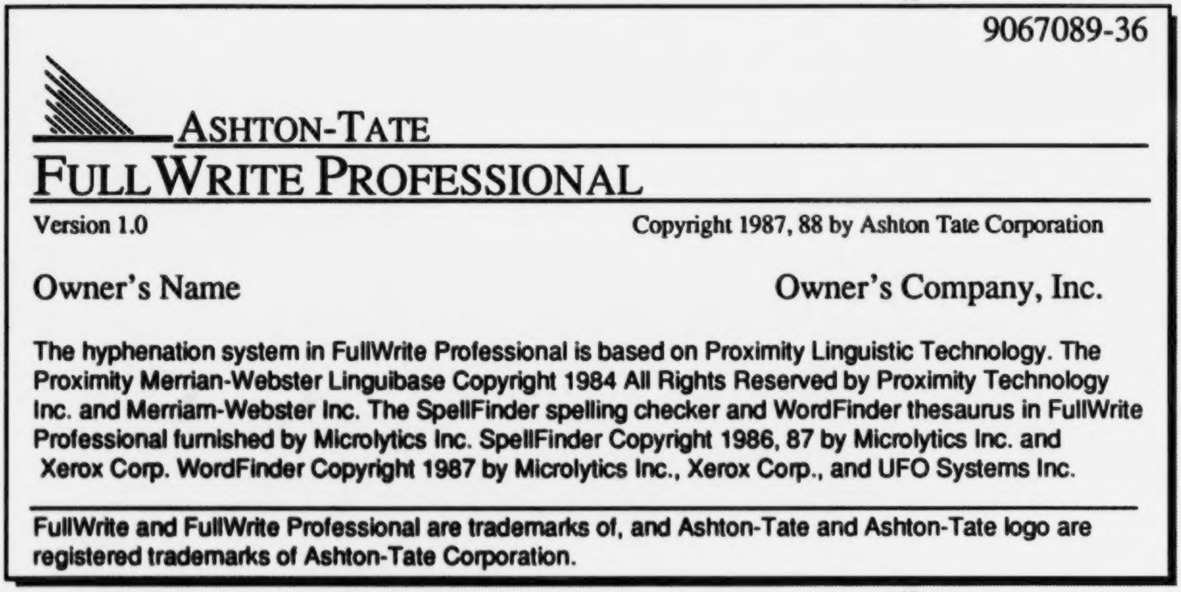
The physical parts of a microcomputer are referred t as hardware.

Neither of the textbooks used in this course includes the cataloging of computer software. At the time AACR2 was published, the era of the microcomputer had not begun, consequently the chapter on **machine readable data files** did not address microcomputers. At that time only very large academic libraries were cataloging computer files and these were mostly large reels of tape with information on them. In the last ten years, enough libraries have added microcomputers with programs and data files so that the problem has been addressed. A 1988 revision of the second edition of the *Anglo-American Cataloguing Rules* contains a complete revision of Chapter 9 dealing with the cataloging of **computer files** (no longer called machine readable data files).

Chief Source of Information

The **chief source of information** is the **title screen**. It usually is the first thing you see on the **monitor** when you insert the **disk** in the drive and turn on the computer or **boot the program**. Since this is the case, you should have access to a microcomputer and know how to use it so you can **run the program**. This is not always possible. So if you don't have a microcomputer which can run the program, you may take the information from the following places and in the order listed:

- the physical carrier or its labels
  - *the disk label or disk jacket labels*
- accompanying material (also known as documentation)
  - *instruction manual(s)*
- the container
  - *box it all came in*
- published descriptions
  - *review you found in a magazine or elsewhere*
- other sources
  - *anything you can find!*



9067089-36

ASHTON-TATE

FULLWRITE PROFESSIONAL

Version 1.0 Copyright 1987, 88 by Ashton Tate Corporation

Owner's Name Owner's Company, Inc.

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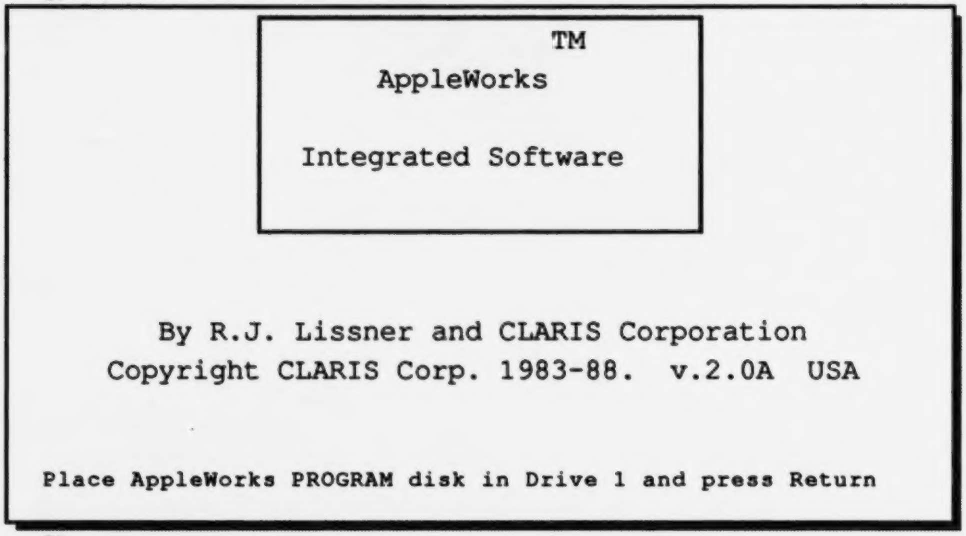
Title Screen from a Computer Program

Much of the required information for cataloging a computer program is missing from the previous **title screen** so you would have to use other sources to catalog that **program.**

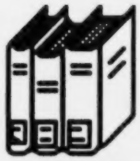


```
                    TM
          AppleWorks

     Integrated Software



   By R.J. Lissner and CLARIS Corporation
 Copyright CLARIS Corp. 1983-88.  v.2.0A  USA


Place AppleWorks PROGRAM disk in Drive 1 and press Return
```

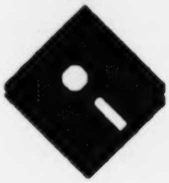
This **title screen** may be familiar to you. There is a lot of cataloging information missing from it as well. You can see how it could be considered to be the equivalent of the title page of a book. Think of all the information you find in other places in a book.

Title and Statement of Responsibility Area

The title and statement of responsibility are to be recorded as directed in *The Concise AACR2* in chapter 2. Add the term "**computer file**" to the list of **general material designations** Rule 2C1 on page 16. Use that as the GMD when cataloging a microcomputer program.



Just as books are updated by new editions, computer programs publish new versions.



Edition Area

The words **edition, issue, version, release, level, update** and their equivalents are considered to indicate editions. Be sure to differentiate between the version of the software and the version of the operating system of the microcomputer needed to run that software. Both are frequently expressed as version 3.3 or some other decimal number. The term that refers to the operating system may include the letters **DOS** or **CP/M** or some combination of numbers and letters, including the letters **OS** (as in Apple's PRODOS) for **operating system.** A statement referring to the **version** of the **software** is recorded as an **edition statement.** The statement referring to the **version** of the **operating system** needed to run that software is included in the **system requirements note.** The **type of file** follows the **edition statement.** The **type of file** is indicated by one of the following terms. You should omit the word computer if you use the GMD:

Computer data
    a data disk to be used with a computer program
Computer program(s)
    is also called application software
Computer data and program(s)
    a combination of both of the above

Publication, Distribution, etc., Area.

This is the same as for other types of materials. Use the rules listed in Section 5, beginning page 25 in *The Concise AACR2*.

Physical Description Area

The number of physical items is given, with the appropriate term. The word computer may be omitted:

computer cartridge
computer cassette
computer disk
computer reel

Dimensions:

Disks: Measure length by width in inches, to the next 1/4 in. The most common sizes are the 5 1/4 in. and 3 1/2 in. floppy disks.

Cartridges: Measure the edge of the cartridge that is to be inserted into the machine, in inches, to the next 1/4 in.

Cassettes: Measure length by width in inches.

Accompanying material

Follow Rule 6E

Series Area

Follow Rule 7

Example:

```
   1 computer disk ; 5 1/4 in. + 30 student workbooks +
1 instructor's  guide (65 p.)
```

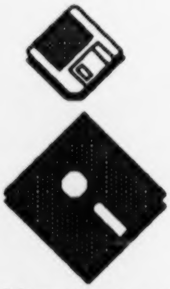
Notes Area

Rule 8A1 allows us, when appropriate, to combine two or more notes to make one note. This is one way to save space if possible. Notes are to be used in the order given below.

Nature and Scope

To be used unless the information is apparent from the rest of the bibliographic record.

Example: `An educational game.`



Most microcomputer disks are either 5 1/4 or 3 1/2 inches wide.

System Requirements

To be used to specify the make and model of the computer on which the item is designed to run, the amount of memory required, the name of the operating system, software requirements including programming language, and kind and characteristics of needed peripherals.

Examples:

`System requirements: Macintosh; 512K; LaserWriter`

`System requirements: Apple II and II Plus, 48K, DOS 3.3`

`System requirements: PET, 8K, BASIC 2.0`

Source of title proper:

To be used for all bibliographic records.

Examples:

`Title from container.`

`Title from title screens.`

`Title from disk label.`

Variations in title:

To be used to note any title appearing on other than the **chief source of information** that differs significantly from the title proper.

Example: `Title on disk label: Genetics.`

Title proper of above is *Elementary genetics*. That means that the item is cataloged under Elementary genetics. Tracings for title entries would be as follows:

`I. Title. II. Title: Genetics.`

Parallel titles and other title information

To be used for parallel titles and other title information that were not recorded in the title and statement of responsibility area; give only if considered important.

Example: `Title on guide: Getting ready to read and add.`

(Title Proper: Preparation a la lecture et a l'addition)

Statements of responsibility

To be used to record the information not given in the chief source of information, or not given prominently there, concerning programmers, system designers, etc.

Examples:

Your library user needs to know the system requirements for the library's computer software.

`Designed by Nelson G. Hernandez.`

`Game design, Dan and Bill Bunten ; program, Dan Bunten.`

`Copyright by Richard Bruce Rickard.`

Edition and history

To be used for information about earlier editions.

Example: `First ed. called: Step by step.`

(Title proper of this example: New step by step)

Publication, Production, Distribution, etc.

To be used for any detail not given in the publication, distribution, etc., area, but considered important.

Example: `"Published in the U.K. for the Schools Council by Longman"--Title page of guide.`

Physical Description

To be used for any important information not given in the physical description area.

Examples:

`One disk contains main dictionary, one the supplementary dictionary.`

`Second disk is back-up.`

Accompanying Material

To be used to describe accompanying material not given in the physical description area.

Example: `Manual: Logo for the Apple II / Harold Abelson and Leigh Klotz. Cambridge, MA : MIT, c1982. -- 59 p. ; 24 cm.`

Series

To be used for any important information not given in the series area.

Example: `Issued also as part of Tax management series.`

Audience

To be used to note the intended audience or intellectual level if the information is given on the item or in its documentation.

Example: `For use by fourth-grade students.`

Students use computers to do their homework.

Other Formats

To be used to list other formats in which the work is available.

Example: `Available on disk for Apple II, on cassette for TRS-80.`

Summary

To be used for a brief objective summary of the content of the software unless the information is obvious from the rest of the bibliographic description.

Example: `Summary: Student research teams organize the excavation of a recently discovered historical site in a simulation that requires them to collect data and formulate theories about the origins of the people who once lived there.`

Contents

To be used to list the contents of the file, either formally or informally.

Examples:

`Includes 9 versions of the game.`

`Contents: Crimes -- Elect1 -- Elect2 -- Elect3 -- Energy -- Limits -- Future -- Policy -- USpop -- Cleanup.`

Numbers borne by the item

To be used for any numbers on the item if they seem important. The numbers are to be quoted if not preceded by a descriptive word or phrase.

Example: `"No. 1881."`

This man could use a computer to help keep his inventory.

Do we really need to make all those notes?

Sometimes, after looking over the rules, it is hard to remember that we are cataloging items so that library users can find them! The above is really an impressive list of possible information that may be used when cataloging computer software. Remember that only a few of those items will apply to each program to be cataloged. If you were to catalog several programs, you would find that you would have many questions about what to include on the catalog cards. Hopefully, the above list will answer those questions. You should read and reread this list and if you do not understand some of the items, either ask your local computer person or jot down your questions for class discussion.

Glossary of Computer Terms

ASCII code - American Standard Code for Information Interchange. Code used to transfer information between computers.

Bits - A contraction of binary digit, the smallest amount of information which a computer can hold. A single bit specifies a single value: "0" or "1".

Boot - A term meaning to turn on the computer and run a program.

Byte - A grouping of bits (usually eight) that can represent either a character or a numerical value.

CAI (Computer assisted instruction) - An automated method of instruction in which a student interacts directly with instructional materials stored in a computer.

CMI (Computer managed instruction) - The use of computers to assist teachers and administrators in coordinating the instructional process, e.g., retrieving and summarizing performance records and curriculum files.

CPU (Central Processing Unit) - A microprocessor or chip which is the brains of the computer.

CRT (Cathode Ray Tube) - A vacuum tube capable of generating an image on one surface by the effect of a stream of electrons upon phosphors on the surface. A computer display output device similar to a television set.

COM (Computer output microfilm) - Microfilm that contains data that is received directly from computer-generated signals. The *ALN Catalog* is an example of computer output microfilm or a COM catalog.

CP/M - Control Program/Microcomputer) - A disk operating system used on some microcomputers.

Cursor - A special blinking symbol which indicates position. On a monitor or TV screen, it indicates where the next character will go or where the computer's attention is focused. It has various shapes depending upon the computer.

Data - Information of any type.

Disk - Refers to a flexible media which records information read or written by the computer. Disks can be 3 1/2, 5 1/4 or 8 inches in diameter. The read/write head of the disk drive touches the surface of the disk through an open slot providing direct access to recorded information. Disks are often referred to as diskettes, floppy disks, floppies to distinguish them from more rigid disks.

Documentation - Manuals and other instructions that accompany both hardware and software to acquaint the user with the features of the item.

Drive - An input-output device that reads or writes data on magnetic disks. It can store information on and retrieve information from a disk. Can be either a drive that reads floppy disks or a **hard drive** which can hold much more data.

Floppy Disk or Floppies - See Disk.

Hardware - The physical parts of a computer.

Some computer programs require a lot of documentation.

Input Device - A part of the computing system that converts information and instructions into a form that can be understood and used by the computer. Disk drives, keyboards and modems are the most common input devices used with microcomputers for inputting information.

I/O - The equipment used for input and output. Also, the process of input and output.

Joystick - An input device that controls the movement of the cursor.

K - An abbreviation for 1,000. K stands for the byte memory capacity of a computer or disk. For example, a computer with a memory capacity of 64K can store 64,000 single pieces of information.

Language - A computer language is a code which the programmer uses to instruct a computer to perform a desired action.

Machine Readable File - A body of information coded by methods that require the use of a machine (typically but not always a computer) for processing.

MARC - Acronym for Machine-Readable Cataloging, the Library of Congress project for distribution of catalog data in magnetic tape form.

MB (megabytes) - 1024 kilobytes. Usually the memory capacity of a hard drive is expressed in MB. As programs become easier to use, they require more memory so newer microcomputers have more internal memory.

Memory - Usually listed in kilobytes (see **K**). The more memory a microcomputer has, the more information it can manipulate at any one time.

Menu - A list of options. Preprogrammed software usually features a menu which lists the names, titles, or topics of the individual programs on the disk

Microcomputer - A small computer containing a microprocessor, memory, I/O devices, and programs.

Modem - A device for transferring data or files over a phone line.

Mouse - Input device for some microcomputers.

Operating System - Software that controls the execution of computer programs. Some common operating systems are Apple DOS, SOS, Microsoft DOS (MS DOS), CP/M, UNIX, MAC, and PRODOS.

Other title information - Any title borne by any item other than the title proper or parallel titles; also any phrase appearing in conjunction with the title proper, parallel titles, or other titles, indicative of the character, contents, etc., of the item or the motives for, or occasion of, its production or publication. The term includes subtitles, but does not include variations on the title proper (e.g. spine titles, sleeve titles, etc.)

Output device - Equipment that transfers data from a computer to an output medium.

The keyboard is an input device.
The disk drive is an I/O device.

Paddles - Input devices that control the movement of the cursor and can perform certain functions when levers are manipulated Also called *game paddles*.

Peripherals or peripheral hardware - Something attached to the computer which is not part of the computer itself. Most peripherals are input and/or output devices.

Pixels - Short for picture element or a dot on the screen created by a moving electron beam which scans across the screen and turns on and off to create tiny dots.

Producer - That person or corporate body with the financial and/or administrative responsibility for the physical processes where by a computer file is brought into existence, including collecting the data and converting this information into a computerized form.

Printer - A device for making a hard copy or a printed page.

Program - A set of instructions directing the computer to perform basic operations and identifying the data and mechanisms required. The entire series of instructions required to complete a given task. A complete program includes instructions for the transcription of results into the system.

Run - To follow the sequence of instructions which comprise a program, and to complete the process outlined by the instructions.

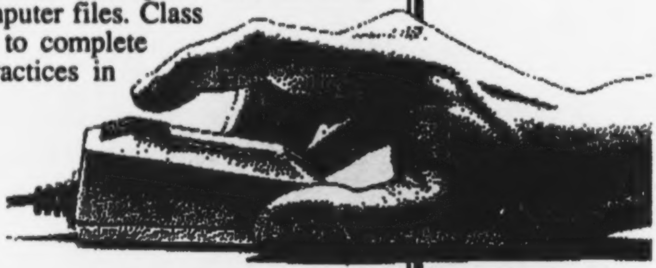
Simulation - The use of a computer program to represent a physical process or system, usually a dynamic phenomenon.

Software - The programs which give the hardware something to do.

Software dependent - Pertaining to any machine-readable file that requires particular software in order to access, retrieve, or process data in the file.

Much of the above information on the cataloging of computer software was taken from an article entitled *Cataloging Microcomputer Software: Using the Newly Revised AACR2 Chapter 9* by Nancy B. Olson. This article was included in *Policy and practice in bibliographic control of nonbook media published by the* Resources and Technical Services Division of the American Library Association.

Also Chapter 9, Computer Files, in the 1988 revision of the second edition of the Anglo-American Cataloguing Rules is a complete revision of the rules pertaining to the cataloging of computer files. Class lectures will be based on this revision to complete your information concerning current practices in cataloging these files.



Some computers use a mouse to input information.

GETTING MORE FROM LESS
Unit 6

Now turn to the Assignment pages for Unit 6 at the back of the notebook. Be sure to mail your homework to your instructor as soon as you have completed it.

Most computer programs usemenus with choices to help the user.

PESKY PERIODICALS & SERIALS

Unit 7

Objectives

To learn to distinguish between monographs and serial publications.

To learn the difference between multipart items and serial publications.

To learn how to use the open entry card format in cataloging.

To learn how to check in periodicals.

Monographs.

The items we have cataloged so far have consisted of a single part. These are known as **monographs**. If we were to check the glossaries of our textbooks we would see that a **monograph** is defined as a nonserial item or any item that is not a serial. So in order to understand a monograph, you have to learn about **serials**.

Multipart Items

A multipart item is an item which consists of two or more physical parts, such as an encyclopedia. A **multipart item** may come one part at a time or all the parts at once. Even if the parts do not all come at the same time, somewhere in the item the publisher will inform the purchaser how many parts or volumes are intended and when to expect the **multipart item** to be completed. A **multipart** item can also be known as a **monograph** since it has a finite number of parts and is considered one title.

What is a series?

We have already met the term **series** in our cataloging of **monographs**. The items we have cataloged so far are all **monographs**, and some of them have been parts of a **series**. Each item of a **series** is a complete unit and will have its own set of catalog cards. Often there is an added entry made for the series as we did in Unit 4.

What is a serial publication?

A **serial publication** is similar to a **multipart item** in that it is issued in several parts. However, the big difference is that a serial publication does not have a specific number of parts and intends to continue for an indefinite period of time. The parts may come on a regular basis such as daily (newspapers), weekly (*Newsweek*), monthly (*Ladies Home Journal*), quarterly (*The Sourdough*), annually (*World almanac*) or they may come irregularly. The important difference to remember is that **serials** intend to just keep coming whereas parts of a **multipart item** stop when the item is complete. You have to read the introductory material such as the **preface**, information on the **title page**, and anything else you can find to determine the intent of the publisher.

A magazine for discriminating owls!
OWL NEWS
Winter
1989

This periodical is also known as a serial.

PESKY PERIODICALS & SERIALS
Unit 7

Although **serials** are planned to be issued indefinitely, they have a way of changing their plans. Sometimes they just simply quit or **cease publication.** More often they change their names, frequency or even start new volume numberings. When working with **serials**, you must first understand the changes a **serial** has made and then describe them clearly so that the user can find the item.

Cataloging serial publications

Since a **serial** intends to continue publication indefinitely, an **open entry** is used when describing it. The open entry is also used to describe an incomplete multipart item. Rule 4A in *The Concise AACR2* covers the descriptive cataloging of **serials** (4B was used when we cataloged the map in Unit 3).

```
Small computers in libraries : a newsletter. --
  Vol. 1, no. 1 (Apr. 1981)-        . -- Tucson,
  Ariz. : Graduate Library School, University
  of Arizona, 1981-
    v. ; 28 cm.

  Monthly.
  Vol. 1 has 9 issues; vol 2, no.1. is dated
Jan. 1982.
  ISSN 0275-6722


  1. Microcomputers--Periodicals.  I. Univer-
sity of Arizona.  Graduate Library School.
```

This form is called an **open entry** since there is a space left open for adding parts as they are issued. This space is at the end of the **Edition area** on a catalog card. On the above card, there is space following `(Apr. 1981)-` to pencil in the volume and number of latest issue in the library. Pencil in the latest year received following the `1981-` at the end of the **Publication Area.**

I always thought an open door was an open entry!

Many feel that **serials** are especially difficult, but actually, once a serial is cataloged from the first issue on hand, all you have to do is add each new issue to the catalog card. Of course, you have to recatalog the item if it changes its name. Usually the changes are in the descriptive cataloging only, since the subject generally remains the same. In a large library in addition to subject catalogers, there is usually a **serials cataloger** who specializes in the cataloging of **serial publications.**

PESKY PERIODICALS & SERIALS
Unit 7

How to determine if open entry is needed

If you have an item that seems to be only one part of many, it is either a **serial** or part of a **multipart item**. Either way, it will require an **open entry**.

First you must determine the volume number, issue number and date of the item in hand. **Serials** can use a variety of ways to identify their parts. All you have to do is use whatever numbering system is used on the item itself. If the item uses **Roman numerals**, you convert them to **Arabic notation.**

What are Holdings?

The parts or issues of the **serial** the library owns are known as its **holdings**. You need to let the library user know the library's **holdings**. If the **holdings** start with vol. 1, no. 1, that information with the date are typed in the special area on the catalog card (the area following the edition statement). If the holdings start after the first issue, that information is written in pencil as the library might acquire the earlier issues and the penciled information can be easily erased to make way for adding the new **holdings**.

Since the last issue or newest issue the library has will probably be replaced with a newer one, the ending volume and date are penciled in so that any new issues received can be easily added to the catalog card as they come.

Physical description area

In the physical description area the number of physical volumes is given in place of pages.

Notes

Frequency is the first note used when describing a **serial**. Following is a list of some frequencies for a **serial publication**:

biennial (every two years)
semi-annual (twice a year)
bimonthly (every two months)
semi-monthly (two issues per month)
weekly
daily

annual
quarterly
monthly
biweekly (every two weeks)
semi-weekly (twice a week)
irregular

If a serial does change its name, then you must remember to connect or **link** the new title to the old one. This is done using notes giving information about the other title on each set of catalog cards. Otherwise a library user accustomed to the old title might not find the new one. This is usually done using notes on the catalog card (Rule 8B7).

I'm glad to see you found the latest issue of our magazine, even though we did just change its name again!

Shelf-list card for multipart items and serials

The **shelf-list card** is used to record the parts of a multipart item or serial that are in the library. A good rule of thumb to follow is to list each piece on a separate line on the shelf-list card. The items are listed by volume, part number, and date so it will be perfectly clear which parts are in the library. In other words, the **holdings** are listed on the **shelf-list card**.

```
              Small computers in libraries : a newsletter. --
                Vol. 1, no. 1 (Apr. 1981)- Vol. 7, 1987. --
                Tucson,Ariz. : Graduate Library School,
                University of Arizona, 1981-1987.
                7 v. ; 28 cm.

v.1, 1981   v.4,1984   v.7, 1987
v.2, 1982    v.5,1985
v.3, 1983    v.6,1986

                1. Microcomputers--Periodicals.  I. University
              of Arizona.  Graduate Library School.
```

Note: The information printed on the above card in this typeface would be written in pencil on each catalog card of this set.

What about magazines?

Perhaps one of the most common **serials** found in small libraries are magazines or **periodicals**. Although most small libraries do not catalog their magazines, they need to keep a record of their magazine holdings. They usually keep this record on check-in cards made specifically for that purpose. There are several types and sizes of magazine check-in cards. You will find some of the different types of cards with your homework for this unit. Some cards are known as **visible file record** cards since they are kept in a **visible periodical record book**. You can find cards for checking in monthly magazines that will hold several years on one card, or for checking in daily publications that hold one year per card. Quarterly magazines may be checked in using monthly cards.

Now turn to the pages in the back of the notebook for your homework assignments for this unit.

I always check the latest edition of the *World Almanac* to answer many questions.

WHAT'S IT ALL ABOUT?

Unit 8

Objectives

To learn to determine the subject of an item and assign a subject heading.

To become familiar with using the LC Subject Heading list including use of subdivisions.

To learn how to use and make subject cross references.

Subject Cataloging

Subject cataloging consists of determining the subject or subjects of an item and assigning a classification number. When actually cataloging an item, these two tasks are accomplished at the same time. Since each one is complex and requires special knowledge of two separate standard cataloging tools, this unit will deal with assigning subject headings and Unit 9 will deal with classification.

Determining the subject

First you must determine what the book is about. Ask yourself, what is its main topic? Sometimes that is pretty obvious from the title, but often you will have to look further. Start with the title page, then look over the table of contents, scan the preface or introduction, and dip into the book itself in several places. This scrutiny will show what the book is about and what the author's purpose was in writing it. You may discover the fact that the book treats one subject or it may cover several distinct phases of a subject. The most confusing is when it covers two or more subjects. No matter how many subjects a book covers, it can be given only one classification number and can stand on the shelves in only one place. If it does cover more than one subject, you may give it as many subject headings as are necessary.

Selecting subject headings

Once you have determined the **subject** of the book, you must select the proper term or terms to describe this subject. If it is a book about race cars, does it go under race cars or automobiles? Standard lists have been developed so that all the books in the library on one topic will be entered under the same term or **subject heading**. Entering material in the catalog under subjects involves a knowledge of the terms people use. How would you look for this book in the catalog? Also, choose a term as specific as you can that still covers all the material in the item you are cataloging. Choose the heading which most truly represents the contents of the item. The term must be general enough to cover all the material in the book, yet as specific as possible.

Select as many subject headings as are necessary to cover the contents of the book, but don't get carried away. Test each heading by asking whether or not a patron would be glad to find the book or books listed under the

Would you find a book about hammers under HAMMERS or under tools? Be as specific as you can. Which is the broader term?!

given heading if he or she were looking for material on that topic. Rarely does a book require more than three subject headings and most need only one or two.

It is easier to do **subject cataloging**, if you have a wide range of interests. The more subjects one has studied, the easier it is to place a book in its proper category. It also helps if you are observant and curious so that you examine the materials already in the library. Those who work with library materials have a great opportunity to discover and learn about many topics. You learn both from the materials you handle and from the people who use these materials.

Obviously, not everyone who catalogs library materials has a broad range of interests. You do need to be aware of your personal limitations. If you can't figure out the subject of a book, then ask for help. Those who know a subject area usually like to be asked to help. You will find that most people are very helpful and again, you have an opportunity to learn about a new topic. If it is an item you are putting in your library, there must be someone in your community who can look the item over and assign a subject. Then, you locate the proper heading in a standard list and establish the form for the heading. You also need to make the necessary references.

So you see, even if you are unable to determine the subject of an item, you are still necessary. You are the expert in using the *LC Subject Heading List*. You might even take this opportunity to introduce this cataloging tool to your local expert and select the correct subject heading together.

Library of Congress Subject Headings

The *Library of Congress List of Subject Headings* (**LCSH**) is the standard list used by most libraries in Alaska. It is an accumulation of subject headings established by the Library of Congress since 1898. Catalogers have been using the list and adding headings to it for nearly 100 years!

Headings have been created as needed when works were cataloged for the collections of the Library of Congress instead of on a theoretical basis. In other words, there has been a work about every subject listed in **LCSH**. You will find headings **Catholic Criminals** and **Jewish Criminals** since there are works about these topics. However, there are no parallel headings for criminals of other religions (e. g. Baptist Criminals) and will not exist unless the Library catalogs books about such groups.

Headings are kept in new editions of the list regardless of how recently or frequently they have been used. The heading **Berserkers** has appeared in all ten editions of the list although it was only used once, assigned in 1918 to a German book published in 1882.

LCSH is a dynamic list, with new subject headings established every day. The current edition, the tenth, is issued as a multipart item in 2 volumes which contain headings established and applied by the Library through December 1984. Additions to and changes in these headings are published

I found **Berserkers** in the microfilm edition of LCS
Did you find it too?

in supplements and in microfiche editions. We are using the microfiche editions which are convenient one-step look-up copies of the entire list with the changes made up to the date of the microfiche.

Main headings are listed in **boldface type** and may consist of one word or several:

A one-word heading is usually a noun:

Viscosity

Dogs

Schools

Two-word headings usually combine an adjective and a noun. These may appear in normal work order, as with:

Nuclear physics

Local taxation

Pumping machinery

Many two-word subject headings appear in **inverted** form. Inversion is common with adjectives describing language of nationality, such as:

Lullabies, Urdu

Songs, French

Art, American

Drawing, Australian

Other types of headings may also be inverted in order to bring the noun to the beginning of the phrase, such as:

Gas, Natural

Bridges, Concrete

Injections, Intramuscular.

The current policy is to prefer normal word order except for headings with language, nationality, or ethnic adjectives; headings qualified by time period, such as **Art, Medieval**; headings with the adjective **Fossil**; and a few less common headings. The main thing to remember is that differences in policy throughout the years have resulted in inconsistencies in the list. Many, many different subject specialists working at the Library of Congress have contributed headings to this list during its years of existence.

Many headings were originally constructed in a manner which placed the name of a class first through the use of subdivisions, through inversion, or through parenthetical qualification.

Inconsistencies in the formulation of headings with more than one word have been justifiably criticized. However, when considering whether to change headings from one form to another, the Library always balances the presumed benefits of the change against the probable capability of LC

Would you find this fellow under the subject heading **DOGS** or is he found under the more specific term which is **PUPPIES?**

staff and staff of other libraries to carry out the changes. As a result, change is often not undertaken.

Scope notes are provided when needed to ensure consistency of subject usage. They specify the range of a subject matter to which a heading is applied in the Library's catalogs. They also draw necessary distinctions between related headings, or state which of several meanings of a term is the one to which its use in the Library's catalogs is limited. These notes appear in the list immediately following the headings with which they are used. A typical example may be found under the heading **Home-based businesses**.

Microfiche Edition of LCSH

You have been furnished with a copy of the microfiche edition of the *Library of Congress Subject Heading List*. This edition is a byproduct of the online system used to input and update authority records. The microfiche edition represents the cumulation of all subject headings in verified status in the subject authority data base at the Library of Congress at the end of the current quarter. The list you have is one that has been **superseded** or replaced by a newer one. Microfiche is inexpensive and easy to produce by computer. Each quarter libraries that subscribe to the microfiche edition merely discard their old or superseded editions and replace them with the new microfiche containing the newer edition.

About LCSH

Take time now to examine your microfiche edition of LCSH. First choose the subject **Alaskan Pipeline** and look at the format of the list. This entry means that you are to **USE** the heading Trans-Alaska Pipeline (Alaska) for this topic.The heading **Alaskan Pipeline** is not used. Any item in the library which deals with the Alaskan pipeline is given the subject heading TRANS-ALASKA PIPELINE (ALASKA).

Alaskan Pipeline (Alaska)
USE Trans-Alaska Pipeline (Alaska)

The following see reference is made:

```
ALASKAN PIPELINE (ALASKA)
          see
     TRANS-ALASKA PIPELINE (ALASKA)
```

A **see** reference leads you from an unused subject heading to the correct one and to information.

View the Alaska headings on the first microfiche. Find the following entry for **Alaska Highway**:

Alaska Highway
UF Alaskan Highway
Alcan Highway
BT Roads--Alaska
Roads--British Columbia
Roads--Yukon Territory

Reading LCSH

UF = Used For.

In other words, the term **Alaska Highway** is the correct heading for this topic and is to be **used for** or **in place of** the terms **Alaskan Highway** and **Alcan Highway.** There should be **see** references made as follows:

ALCAN HIGHWAY
see
ALASKA HIGHWAY

ALASKAN HIGHWAY
see
ALASKA HIGHWAY

BT = Broader Term.

The **BT** means that you would make a **see also** reference **from** the headings, Roads--Alaska, Roads--British Columbia, or Roads--Yukon Territory, to Alaska Highway. The terms **Roads--Alaska, Roads--British Columbia,** and **Roads--Yukon Territory** are considered **broader terms** in that they are less specific than the term **Alaska Highway**.

ROADS--BRITISH COLUMBIA
see also
ALASKA HIGHWAY

ROADS--ALASKA
see also
ALASKA HIGHWAY

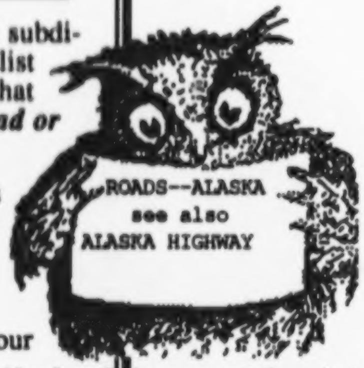
ROADS--YUKON TERRITORY
see also
ALASKA HIGHWAY

Now refer to the subject heading **Roads**. It is followed by *(May Subd Geog)*. Remember that this means that this heading may be subdivided geographically. It is subdivided geographically in the **BT** list under the Alaska Highway subject heading. Reading through that listing you will find ***SA headings beginning with the words Road or Roadside; and names of individual roads.***

SA = See also. Remember that **see also** references link two terms that are **both used as subject headings in the catalog in which you are working.**

Looking at the listing under **Roads** you will find other codes:

RT = Related term which replaces **xx** and **sa** (as described in your textbook)



Now I can find some more information!

NT = Narrower Term which replaces **sa**. These listings are very helpful to you when assigning subject headings since they may lead you to a better subject heading for the item you are cataloging.

Caution: Only make references to subject headings that are actually found **in your library's subject** catalog. There is nothing more frustrating that a **blind reference** which leads you nowhere.

Now look under ROADS--ALASKA in the *ALN Subject Catalog*. There is a good example of a **see also** reference made to help the user locate more information on roads in Alaska. Now look up each of those references to see if there is material listed under each.

You will be glad you spent time searching through both **LCSH** and the *ALN Subject Catalog* as you do the next activity.

What about Sub-Divisions

Also, there are so many **subdivisions** that may be used with subject headings that the list does not include all of them. **Form subdivisions** that are used to indicate the **form** in which the material on a subject is organized and presented and are added as the last element to any heading. Form subdivisions represent what a work is rather that what it is about. Examples of specific **form** subdivisions are:

Abstracts
Bibliography
Catalogs
Handbooks, manuals, etc.
Dictionaries
Digests
Directories
Periodicals
Pictorial works
Statistics
Tables

That's not a microfiche, that's a big fish!

This is not a complete list since **form subdivisions** are identified with notes in LCSH.

Help in Determining Sub-Divisions to Use

Certain terms are used as patterns for other similar terms. On pages 45-46 is a list of the types or categories of topics and the specific term where you will find a complete listing of subdivisions you can use. You will want to refer to this list if you feel that the subject heading you have chosen does not include all the material in the item to see which subdivisions to use.

You should study this table carefully. Then look up several of the Pattern Headings in your microfiche copy of **LCSH** and read through the sub-divisions that you can use with that type of topic. This will be helpful to you when you work through the assignment for this unit. You should see that there can be several subdivisions following a heading. You should always follow the order in which they are listed.

Table of Pattern Headings

Category	Pattern Heading
Animals (General)	Fishes
Animals, Domestic	Cattle
Chemicals	Copper
Colonies	Great Britain--Colonies
Diseases	Cancer
	Tuberculosis
Educational institutions	
Individual	Harvard University
Types	Universities and colleges
Indians	Indians of North America
Industries	Construction industry
	Retail trade
Languages and groups of languages	English language
	French language
	Romance languages
Legal topics	Labor laws and legislation
Legislative bodies	United States. Congress
Literary authors	
Groups of literary authors	Authors, English
Individual literary authors	Shakespeare, William. 1564-1616.
Literary works entered under author	Shakespeare, William. 1564-1616. Hamlet.
Literary works entered under title	Beowulf
Literatures (including individual genres)	English literature
Materials	Concrete
	Metals
Military services	United States--Armed Forces
	United States. Air Force.
	United States. Army.
	United States. Marine Corps.
	United States. Navy.
Music compositions	Operas
Musical instruments	Piano
Musicians	Wagner, Richard, 1813-1883.
Newspapers	Newspapers

This table will help you to determine **sub-divisions** for a subject heading.

Organs and regions of the body	Heart
	Foot
Plants and crops	Corn
Religious bodies	
Religious and monastic orders	Jesuits
Religions	Buddhism
Christian denominations	Catholic Church
Rulers, statesmen, etc.	Lincoln, Abraham, 1809-1865.
	Napoleon I, Emperor of the French, 1769-1821.
Sacred works	Bible
Sports	Soccer
Theological topics	Salvation
Vehicles, Land	Automobiles
Wars	World War, 1939-1945
	United States--History--Civil War, 1861-1865

Removing Subjects from the Catalog

Books don't last forever and when a book is removed from the library, the catalog cards must also be removed from the card catalog. If you have made the references as suggested in LCSH, you must watch that when you remove the last item on a particular subject, you should check LCSH to see what references you made. If you fail to do this, your users will stumble over a **blind reference** that leads nowhere.

Now turn to the Assignments for Unit 8 at the back of this notebook for some practice assigning subject headings.

Remember, the subject is what the book is about and you can let people know the form it is in by using a **form** subdivision.

A PLACE FOR EVERYTHING

Unit 9

Objectives

To understand library classification systems.

To learn how to assign classification numbers to library materials using Dewey Decimal Classification.

To learn how to use the existing card catalog and ALN catalog when assigning classification.

Why classify library materials?

If a miscellaneous collection of books is to be used with ease, it must be arranged in some way. Most readers like to have books or materials on the same subject shelved together. They prefer examining the actual books to searching using a list or catalog. In order to arrange and thereby classify books by subject, some scheme or system of classification must be adopted. The system most widely used in the United States is the **Dewey Decimal Classification System (DDC).**

About The Dewey Decimal Classification System (DDC)

The **DDC** was devised over one hundred years ago by Melvil Dewey and was designed to arrange books in a library according to subject. During those years the Classification scheme has grown from a 44-page pamphlet to a three-volume work of some 3,000 pages. A major reason for this growth has been the dramatic increase in knowledge and information as well as the increase in the production of books and other communications media. The first edition of the **DDC** was tested by applying it to a collection of books in a college library. It was immediately and enthusiastically received by libraries in the United States. Since that time, and especially in recent years, the Classification has spread to more than 130 countries throughout the world. Today, the **DDC** is the most widely used of any classification system for books.

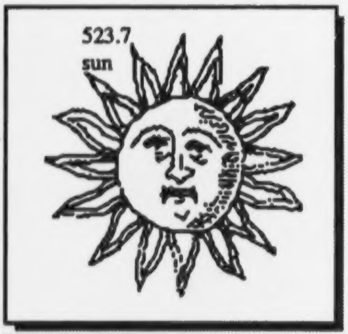
The **Dewey Decimal Classification System** classifies and thereby arranges library materials by subject. Library users can browse the shelves when searching for materials on a topic. Although the classification number is the address for the item in the library, it also indicates its subject.

The **DDC** is almost synonymous with librarianship in the minds of the public. School children learn the ten classification areas and the general reader is comfortable with the system. The Dewey tables are easy to work with, the scheme can be expanded to suit a collection of any size, and cataloging copy with Dewey numbers is available in many printed sources. No wonder the DDC is used all over the world and has been translated into many languages, including Chinese.

551.578
snow

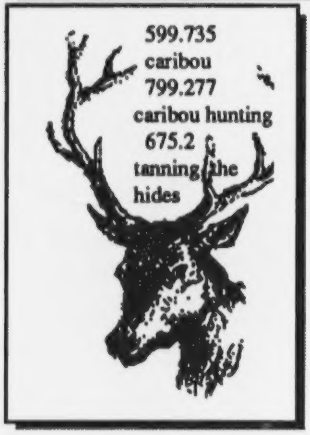
599.323
squirrels
799.232
squirrel
hunting

The purpose of classification is to arrange a collection, not merely to place a single item. Users who browse expect to find like subjects together. An efficient arrangement depends on familiarity with a collection, its contents, the reasons for its existence, and the purpose of its users.



More About Dewey Decimal Classification

DDC divided all knowledge into ten main classes. The first of the three digits indicates the class:



000	Generalities
100	Philosophy and related disciplines
200	Religion
300	Social sciences
400	Language
500	Pure science
600	Technology (Applied sciences)
700	The arts
800	Literature
900	General geography and history

598.8
Perching
Birds

595.78
Moths &
Butterflies

The decimal point allows numbers within a class to expand as they are further subdivided. Your textbook has a very good explanation of just how the DDC is organized.

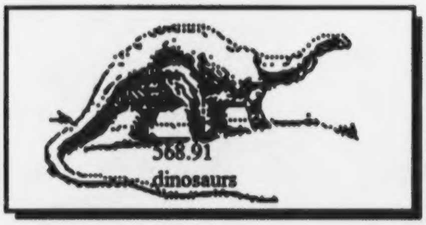
How to classify library materials

In classification the first step is to identify the subject for the item in hand. During the technical reading the title is identified. Because it is risky to depend on the title alone in subject analysis, the table of contents and all available introductory material is examined. Usually that is all it takes to determine the classification for an item. Once in a while you may have to examine the item more closely and even read a little.

Put books about puppies with other books about dogs, not with books about butterflies or birds!

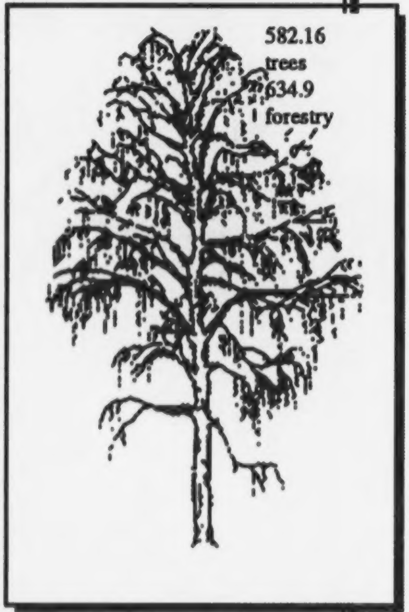
Determine where items with similar subjects have been placed in the collection by checking the catalog. You may have a choice of classification numbers, but remember your users and be consistent in assigning numbers. Most items can be assigned more than one subject heading, but only one classification number. When an item deals with several subjects, classify under the dominant one or, when this cannot be determined, under the first mentioned in the text. When there are more than three subjects, classify under the more general topic. The general rule of thumb to follow when classifying an item is to be as specific as possible and yet general

A PLACE FOR EVERYTHING
Unit 9



enough to cover the total subject content of the item.

In general, the cataloger is advised to place a work where it will be the most useful. Sometimes it helps to try to put yourself in the library user's place and try to think about just who needs the information in the book. In other words, who is likely to find this item useful and where would that person look for it?



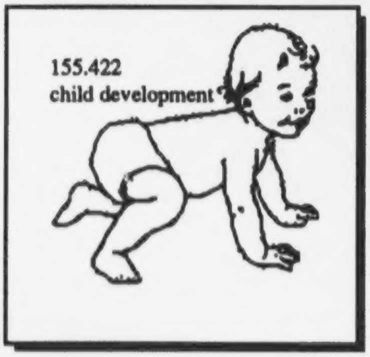
Why are some numbers longer than others?

If you study the Dewey numbers with the pictures scattered throughout this text, you will notice that some numbers are longer than others. For example, the number for hunting caribou is given as 799.277. That number could be further expanded to 799.277357 for a very large library with an extensive collection of hunting books. If a library has only a few books on hunting, then 799, the number for fishing, hunting, and shooting, may be sufficient. Or if there are several books that are classified 799, the librarian may want to classify books on fishing in 799.1, those on hunting in 799.2, and those that cover shooting in 799.3.

Does a library classify everything?

Most small libraries do not use the DDC numbers for works of fiction or novels. These are shelved together as Fic or F and arranged by author. Some libraries divide fiction by type such as **mystery, science fiction, romance, western,** and **short stories**. The number of divisions may depend upon the library users and their fiction reading interests

Also it is difficult to classify some non-print materials using DDC. You remember DDC was devised specifically for books. Music recordings are usually classified by type of music, such as **Classical, Western, Jazz, Rock, Popular, Religious, Marches**, etc. As long as the record is listed in the card catalog and has a call number, patrons will be able to find it. Some libraries use the first letters of the type of recording and number the records in each category as they are received. That gives each record or cassette an address in the library and places similar recordings to-



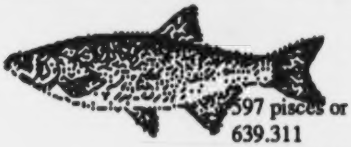
Some things are easier to classify than others!

A PLACE FOR EVERYTHING
Unit 9

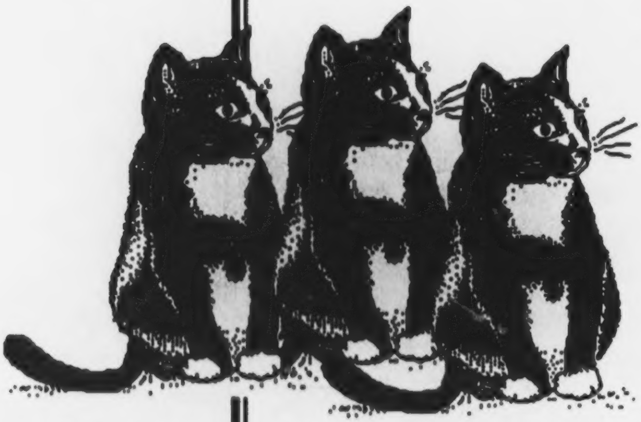
This husky puppy is a working dog. Books about him are found in 636.73

gether. Library users like to browse the record collections so having recordings arranged by type of music makes sense. Other nonprint items such as computer software is usually shelved separately or near the computer. Some of the programs assist students learning mathematics or typing and are easy to classify. Other programs are not so easy to classify using a system that was designed to classify books. Since the small library probably does not have an extensive collection, a simple method of placing the computer programs in a file or on the shelf alphabetically by title is probably sufficient. Remember the purpose of call numbers on library materials is to enable people to locate them easily. Sometimes it is easy to get so involved in using DDC to classify that we forget to use practical common sense solutions when arranging library materials that really do not fit in a classification system designed for books.

Now turn to the Assignment pages for Unit 9 at the back of the notebook. Complete your homework on classification and mail the completed work to your instructor.



597 pisces or
639.311
fish farming
see
fish-culture



These are common short-haired cats. Books about them as pets can be found in 636.822.

PUTTING IT ALL TOGETHER

Unit 10

Objectives

To learn how to sort catalog cards received with library materials.

To learn to follow basic rules for filing catalog cards in a library card catalog.

Where do I Start?

Your preprocessed books have arrived from the jobber or vendor. You still have to do a few tasks before you can place them on the library shelves. This is a good time to set up a **manual of procedure** describing exactly what you actually do to complete the processing of materials.

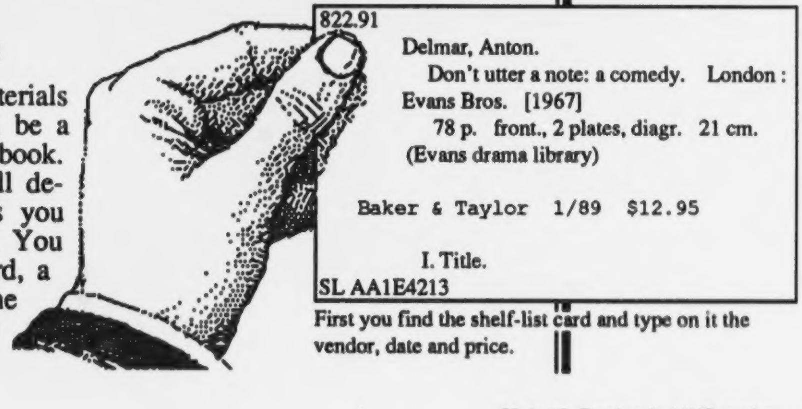
First you **unpack** the items, placing them on a book truck. Next you **check** each title **against** the **packing list**. The best way is to pull each item off as it is listed on the packing list, make a check mark beside the title on the packing list, and place the item on another shelf of the truck. Put them in the order in which they are listed on the packing list. Then, when you have checked the packing list through once, you can quickly double check to make sure you have received everything on the list. It is very easy to miss an item the first time so that second time through is well worth the time it takes.

Your Manual of Procedure

The next steps include property stamping the item and any other special things your library may do in processing. Your manual should be specific and tell which pages and exactly where on the page you property stamp and any other special things you may do to the item. It is best to do one step to all the books on the truck before you proceed to the next. You always need to think of the next person who might to follow you. Whenever you are interrupted before a task is completed, you should leave a note of what you have completed so you can pick up easily where you left off. Even if you are the only one working in your library, it helps you to remember what you have completed. You might make a list of all the tasks you need to do to process the items on a post-it note and check off each task as it is completed.

Time to Sort the Cards

Since you ordered your materials all preprocessed, there will be a set of catalog cards in each book. How many you receive will depend upon the instructions you have given to the vendor. You should have a **shelf-list** card, a **main entry** card, and one card for each tracing with



822.91

Delmar, Anton.

Don't utter a note: a comedy. London : Evans Bros. [1967]

78 p. front., 2 plates, diagr. 21 cm. (Evans drama library)

Baker & Taylor 1/89 $12.95

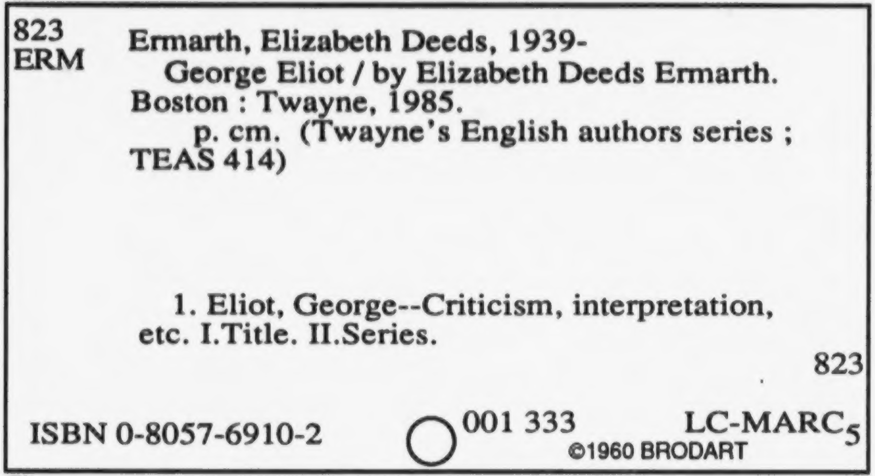
I. Title.

SL AA1E4213

First you find the shelf-list card and type on it the vendor, date and price.

the **subject** and **added entries** all preprinted on them. There will also probably be an **item** card or the card you use to circulate the item in the card pocket.

The **shelf-list** card sometimes has an empty space for you to type in local information. Some libraries record the price paid for the item and the date it was purchased. That comes in handy should someone lose the item and need to pay for it. Different vendors identify the **shelf-list** card in different ways. The most common is to **omit the Note Area** on the card to be used as a **shelf-list** as seen on this facsimile of a set of cards from **BroDart**.

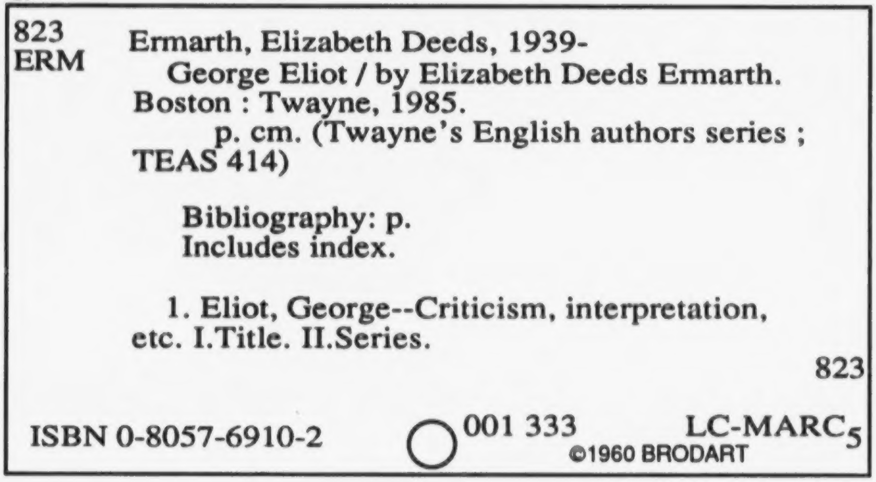


823
ERM
Ermarth, Elizabeth Deeds, 1939-
George Eliot / by Elizabeth Deeds Ermarth.
Boston : Twayne, 1985.
p. cm. (Twayne's English authors series ;
TEAS 414)

1. Eliot, George--Criticism, interpretation,
etc. I.Title. II.Series.
823

ISBN 0-8057-6910-2 ○ 001 333 LC-MARC$_5$
©1960 BRODART

This card is to be used as a **shelf-list** card.



823
ERM
Ermarth, Elizabeth Deeds, 1939-
George Eliot / by Elizabeth Deeds Ermarth.
Boston : Twayne, 1985.
p. cm. (Twayne's English authors series ;
TEAS 414)

Bibliography: p.
Includes index.

1. Eliot, George--Criticism, interpretation,
etc. I.Title. II.Series.
823

ISBN 0-8057-6910-2 ○ 001 333 LC-MARC$_5$
©1960 BRODART

This card is the **main entry**.

PUTTING IT ALL TOGETHER
Unit 10

This set of cards has SL in the lower right corner of the shelf-list card. Notice that this is not ISBD punctuation and note the publication date of the item.

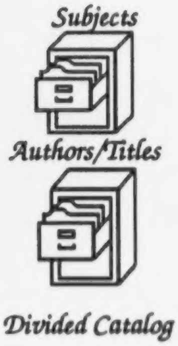
```
822.91
DEL      Delmar, Anton.
             Don't utter a note: a comedy.  London,
           Evans Bros. [1967]
             78 p. front., 2 plates, diagr. 21 cm.
           (Evans drama library)




             I. Title.

SL AA1E4213                  ○
```

```
822.91
DEL      Delmar, Anton.
             Don't utter a note: a comedy.  London,
           Evans Bros. [1967]
             78 p. front., 2 plates, diagr. 21 cm.
           (Evans drama library)




             I. Title.

   AA1E4213                  ○
```

Card to be used as **main entry**

After you have property stamped the books, added local information to the shelf-list cards, and completed any other things that are done in your library, the next task is to sort and file the catalog cards.

As we work through this unit, we are going to assume that your library has a divided catalog. That is the **Subject** cards are filed separately from the **Author-title** cards. After you have identified the cards, you need to make three piles on your work area. One pile holds the **shelf-list** cards, the



second the **subject** cards, and the third the **main entries** plus all the remaining **added entry** cards. Be sure to use rubber bands when you have your cards all sorted into piles so they won't get mixed up again. Get in the habit of placing rubber bands around your catalog cards as you separate them into groups and whenever you have them arranged ready to be interfiled in the catalog.

Next use a card sorter to sort and arrange each of the three piles. First work with the **shelf-list** cards. These are arranged according to **call numbers** in same order as the books are arranged on the shelves. Replace the rubber band around these if you are not ready to interfile them in the **shelf-list** file immediately.

Sort each of the other two piles by first letters on the top line. Be sure to keep these piles separate as one is interfiled in the **subject** catalog and the other in the **author-title** catalog.

The following filing rules are used in filing the items in the ALN catalog. A knowledge of these rules will help you use the ALN catalog and you will use these same rules to file cards in your library card catalog. You will encounter situations where the instructions, file in alphabetical order word by word, simply do not cover the specific case. That is why you have rules for filing cards. If you encounter a problem when filing in your card catalog, you can refer to the *ALN catalog* to help you.

ALN Microfiche Catalog Filing Rules

In order to arrange several thousand items in the *ALN catalog* in a single linear order from A through Z, several rules are necessary. The following are a few of the most important arrangement rules used in the *ALN catalog*.

Author/title *ALN catalog*

1. The words **a, an**, and **the** and their foreign language equivalents are **ignored** when they are the **first** word in a title. For example, the title, *The Alaskan wild game cookbook* will be filed with the A's, not the T's. However, when these words appear **after** the first word in a title, they are **not** ignored and are used in filing like all other words.

   The Alaska story
   Alaska tales for the "cheechako"
   Alaska, the embattled frontier
   An apple for the teacher

Ignore initial articles

2. Items are filed **alphabetically word-by-word,** not letter-by-letter. The spaces which separate words are important when filing word-by-word. Whenever words begin with the same stem, the **shorter word** files **before** the **longer word**. In the following examples, note that all titles beginning with the word ***new*** file before the longer words ***Newall*** and ***Newark***.

New York painting and sculpture
New York's great industries
New Zealand political system
Newall, Alice
Newark evening news

3. Whenever an author's last name is **identical** with the first word of a title or the name of a government agency (Federal, state, etc.) or other type of organization or institution, the items are arranged in the following order:

1. people
2. government agencies
3. titles and other types of organizations are intermixed

Washington, George, 1732-1799.
Washington (State). Dept. of Agriculture
Washington Journalism Center
The Washington Post

Alaska. Dept of Natural Resources
Alaska. Supreme Court.
Alaska (title)
Alaska Alpine Club
Alaska, the great land

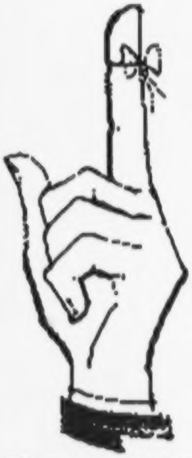
4. Abbreviations are filed **exactly** as they are spelled. If you are looking for a word in the *ALN catalog* and are not sure whether it is abbreviated or written in full, you will need to check for both spellings.

Doctor and patient
Dozier, Edward
Dr. Kane's voyage to the polar lands
Drabble, Margaret

5. When a title begins with a **number** it is filed numerically at the beginning of the catalog in front of all words beginning with **a**. In the *ALN catalog* numbers are filed numerically on the first microfiche card in front of all words beginning with **a.** If you are not sure whether a number has been written as a number or spelled out as a word, check both places when searching in the *ALN catalog*.

19th century America files with the numbers before all words beginning with ***a***

Nineteenth century America files with the n's



There are many filing rules to remember.

6. Names beginning with **Mc**, **M'**, and **Mac** are all filed exactly as they are spelled. When using the *ALN catalog* you will need to check alternative spellings.

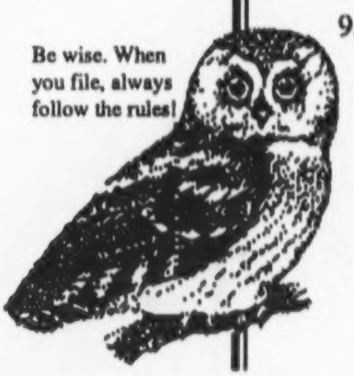
MacLeod, Anne
McLeod, Alan
Mitchell, William
M'Leod, Alexander

7. Initials separated by spaces, periods, or hyphens are filed before all words which begin with the same letter. However, initials which have no separations are filed as if they are words. If you are unsure how initials have been typed, check both places in the *ALN catalog*.

T.S. Eliot and modern poetry
Tackett, Timothy
TVA and the power fight
Tversky, Amos

8. This rule is specifically to help you use the *ALN catalog*. The initials U.S., U.N., U.S.S.R., etc. are always spelled in full when that organization or government agency is the author of a publication. However, when these initials occur in a title, they are filed like all other initials as explained in rule 7.

The U.N. and Vietnam
U.S. 40 today
U.S.A.
The U.S.A. in pictures
United States. 96th Congress
United States. Army
United States. Bureau of Labor
United States. Dept. of Agriculture
United States. Dept. of Energy
United States. Dept of the Army



Be wise. When you file, always follow the rules!

9. Punctuation and diacritical marks (commas, hyphens, apostrophes, accents, etc.) usually are ignored in filing. Some diacritics may affect alphabetization. For example, ***a*** may file like ***ae***. The filing of colons, semicolons, and periods, may be tricky. Frequently the part of a title which follows a colon or semicolon is ignored. Periods are ignored unless they are used to indicate a subsection of a corporate body (government agency, institution, organization, business, etc.) , for example "Bell Telephone Laboratories. Personnel Office." or "Alaska. Department of Education", In these cases, the corporate body and its subdivisions are filed before any titles which begin with the same words.

Alaska. Department of Education
Alaska almanac

ALN Subject catalog

1. **Subject headings** are typed in **capital letters** and are arranged alphabetically **word by word**. Items in the subject *ALN catalog* are arranged alphabetically **word by word,** and **subject headings** are typed in **capital letters**. A **subject heading** is typed just **once** and the books about that subject are **indented** in a column below that subject heading. If the list of books about the subject continues to another column, the subject heading will be repeated at the top of the next column.
2. Punctuation is important when filing **subject headings**. Most subject headings are arranged in the following order with regard to punctuation, even when this violates a strictly alphabetical order:

   a. hyphens
   b. commas
   c. periods
   d. parentheses

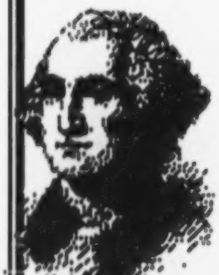
   The order of punctuation in subject headings for place names (countries, states, cities, etc.) and for authors & their individual books (e.g. DICKENS, CHARLES, 1812-1870. GREAT EXPECTATION.) may be slightly different.

   Geographical subdivisions are filed after **general subdivisions** so that COOKERY--STUDY AND TEACHING is filed before COOKERY--FRANCE.

   Phrase subject headings which consist of several words without any punctuation are filed after those subject headings with punctuation.

   COOKERY
   COOKERY--STUDY AND TEACHING
   COOKERY--FRANCE
   COOKERY, FRENCH
   COOKERY (BABY FOODS)
   COOKERY (WILD FOODS)
   COOKERY FOR THE SICK

   MILTON, JOHN, 1608-1674
   MILTON, JOHN, 1608-1674. LYCIDAS
   MILTON, JOHN, 1608-1674. PARADISE LOST
   MILTON, JOHN, 1608-1674--BIOGRAPHY
   MILTON, JOHN, 1608-1674--CRITICISM AND INTERPRETATION



File George Washington before Washington State.

3. When subject headings for persons, places, things, and concepts all begin with the same word, the following order is used:

a. persons
b. places
c. things and concepts alphabetically
d. phrase subject headings

WASHINGTON, GEORGE
WASHINGTON (STATE)
WASHINGTON & LEE UNIVERSITY
WASHINGTON POST

WELLS, HERBERT GEORGE
WELLS
WELLS--TESTING
WELLS FAMILY

4. File chronological subdivisions (for example, 1900-1945 or Twentieth century) first and geographical subdivisions last. File general subdivisions which are neither chronological nor geographical between these two types.

AMERICAN LITERATURE.
AMERICAN LITERATURE--COLONIAL PERIOD, CA. 1600-1775.
AMERICAN LITERATURE--19TH CENTURY
AMERICAN LITERATURE--HISTORY AND CRITICISM
AMERICAN LITERATURE--INDIAN AUTHORS
AMERICAN LITERATURE--WOMEN AUTHORS
AMERICAN LITERATURE--ALASKA

The following pages contain excellent examples of **interfiling author and title cards** and **interfiling subject cards**. As you read the rules, review these examples and see if you can find an examples to fit the rule you are studying. These examples along with the *ALN Cat* should answer your filing questions.

Punctuation can be tricky. See Rule 9. Also Rule 3.

PUTTING IT ALL TOGETHER
Unit 10

Examples of Interfiling author/title cards:

20 million for lunch
20th century
100 hamburgers
1983-84, our criminal justice system
1984, a novel
7800 degrees Fahrenheit
Alas, Babylon
Alas! the love of women
Alaska
Alaska. Agriculture Experiment Stations
Alaska. Dept. of Administration
Alaska. Dept of Fish and Game
Alaska; the great land
Alaska accident statistics
Alaska native languages
Alaska statehood
Alaska, the 49th state
Alaska: the big land
Alaska : the challenge
Alaska, a history of the 49th state
An Alaskan reader
The Alaskans
Alaska's flag
At swords' points
The children
Children : a pictorial archive
Children; poems and prose
De Bary William Theodore
De La Mare, Walter
De Laguna, Grace Mead Andrus
DeBerry, David W.
The decline
Del Mar, Norman
Delaney, William A.
Design
Dumas, Alexandre, 1802-1870
An Elephant is not a cat
Fairbank, Thomas John
Fairbanks, Charles
Fairbanks, Virgil F., 1930-
Fairbanks. Crisis Line
Fairbanks (Alaska). City Council
Fairbanks (Alaska). Ordnances
Fairbanks (Alaska). Police Dept.
Fairbanks, Alaska. Chamber of Commerce
Fairbanks, Alaska. City Hall
Fairbanks : golden heart of Alaska
Fairbanks, a city historic building
Fairbanks Commercial Club
Fairbanks flood disaster
Fairbanks, the golden heart city
Fairy tales from Viet Nam
Fairy tales of Germany
A Gaggle of geese
The Galactic Club
Galactic derelict
George, Abraham M.
George, Wilma
George; an early autobiography
George and Anna
Indians of Puget Sound
Indians of the North Pacific Coast
MacGregor, George
Machinery
McCallon, Edward
Mister Billy's gun
Mistress Masham's repose
MIT Press
Model cars
Mr. Blue
Mrs. Mike
Ms. the decade of women
The mudlark
Newall, A.B.
Newall, Geoffrey
Newall, R.S.
Newall, Venetia
Newberry, Wilma
Newbery, Anne
Norton, Andre. At swords' points
Norton, Andre. Galactic derelict
Norton, Andre. Steel magic
Norton, William
Norton anthology of American literature
Norton lectures
Norton Sound Health Corporation
Petur Eggerz
S., M. M., tr.
S : an interactive environment
Steel, Mike
Steel magic
Steele G. L.
U.S.A. oil industry directory. 1970-
The U.S. Air Force
The U.S.S.R. today
U.S. scientists
United Press Associations
United States. 96th Congress
United States. Air Force. Alaska.

PUTTING IT ALL TOGETHER
Unit 10

Examples of Filing Subject Cards:
ALASKA
ALASKA--ANTIQUITIES
ALASKA--BIOGRAPHY
ALASKA--BIOGRAPHY--DIRECTORIES
ALASKA--DESCRIPTION AND TRAVEL--1896-1959
ALASKA--POETRY
ALASKA. DEPT. OF FISH AND GAME--DIRECTORIES
ALASKA RAILROAD
CHILDREN
CHILDREN--WRITING
CHILDREN--AFRICA
CHILDREN--UNITED STATES
CHILDREN, ADOPTED
CHILDREN, VAGRANT
CHILDREN (INTERNATIONAL LAW)
CHILDREN AS ACTORS
DDT (INSECTICIDE)
FAIRBANKS, DOUGLAS, 1883-1939
FAIRBANKS, DOUGLAS, 1883-1939--PORTRAITS
FAIRBANKS, DOUGLAS, 1909-
FAIRBANKS (ALASKA)
FAIRBANKS (ALASKA)--BIOGRAPHY
FAIRBANKS (ALASKA)--FAIRS
FAIRBANKS (ALASKA)--FLOODS
FAIRY TALES--GERMANY
FAIRY TALES--NORWAY
FAIRY TALES IN LITERATURE
GEORGE, FORT (ONT.)
GEORGE, LAKE--HISTORY
GEORGE, LAKE, ALASKA
INDIAN PONIES
INDIANS OF NORTH AMERICA--BOATS
INDIANS OF NORTH AMERICA--DANCES
INDIANS OF NORTH AMERICA--LANGUAGES
INDIANS OF NORTH AMERICA--TRIBAL GOVERNMENT
INDIANS OF NORTH AMERICA--WOODCARVING
INDIANS OF NORTH AMERICA--ALASKA--BASKET MAKING
INDIANS OF NORTH AMERICA--CALIFORNIA
INDIANS OF NORTH AMERICA--UTAH
INDIANS OF NORTH AMERICA--WEST (U.S.)
INDIANS OF NORTH AMERICA--YUKON TERRITORY
INDIANS OF SOUTH AMERICA
NEW YORK. ACTORS STUDIO
NEW YORK (N.Y.)--BUILDINGS
NEW YORK (STATE)--ANTIQUITIES
NEWSPAPER PUBLISHING
NORTON, ANDRE--BIBLIOGRAPHY
NORTON, WILLIAM
NORTON BAY

File general subdivisions before geograpic subdivisions

PUTTING IT ALL TOGETHER
Unit 10

NORTON FAMILY
NORTON SOUND REGION (ALASKA)
UNITED STATES--AIR DEFENSES
UNITED STATES--CIVILIZATION
UNITED STATES--HISTORY
UNITED STATES--HISTORY--COLONIAL PERIOD, CA. 1600-1775
UNITED STATES--HISTORY--QUEEN ANNE'S WAR, 1702-1713
UNITED STATES--HISTORY--FRENCH AND INDIAN WAR, 1755-1763
UNITED STATES--HISTORY--REVOLUTION, 1775-1783
UNITED STATES--HISTORY--1783-1865
UNITED STATES--HISTORY--1809-1817
UNITED STATES--HISTORY--WAR OF 1812
UNITED STATES--HISTORY--CIVIL WAR, 1861-1865
UNITED STATES--HISTORY--1865-1900
UNITED STATES--HISTORY--20TH CENTURY
UNITED STATES--HISTORY--1901-1953

Now turn to the Assignment pages for Unit 10 at the back of the notebook and complete the filing exercises for this unit.

When you follow the filing rules, it is easier for themr to find what they need.

GETTING STARTED

Unit 1: Assignments

1. Read Study Guide, Unit 1.
2. Read *Introduction to Technical Services for Library Technicians*, pp. 142-158.

Activities:

Learning Activity One

Study the section on **CATALOGING TERMINOLOGY** (pages 143-145). List any terms which are new to you. If you have any questions about these terms or find some you do not understand, check them so your instructor can explain them to you.

To help you understand the terms, refer to Fig. 15.2 on page 150 in *Introduction to Technical Services for Library Technicians*.

Next read pages 146-149 beginning with **Catalog Characteristics** through to the heading **THE CATALOG CARD.**

As you read this section, go slowly and make sure you understand what the author is saying. If you have any questions, make a note of them in the space below for class discussion.

Learning Activity Two

Below is a skeleton catalog card. Type a copy of it following the spacing exactly. You need to set your typewriter to type in elite or 12 pitch. Use the Card Catalog Form with the blank forms in the back of this notebook. **Mail the copy you have made to your instructor.**

```
12345678901234567890
2
3Call
4Number   Main Entry or Author.
            Title : subtitle / first statement of respon-
          sibility ; each subsequent statement of respon-
          sibility. -- edition statement. -- First place
          of publication, etc. : first publisher, etc.,
          date of publication.
            Extent of item : other physical details ; di-
          mensions. -- (Series)

            Note-----------------------------------------
         ------------------------------.
            Standard number.
            Tracings-------------------------------------
         -----------------   ○
```

If you have access to a word processor on a microcomputer, you should make your copy of the above card using it. It may take you a bit longer in the beginning, but learning how to reproduce a library catalog card on your microcomputer will save you a lot of time in the end. Also, you should practice placing the information on the **Catalog Card Form**. After all, when you run off catalog cards on card stock you will have to know where the information will print.

You will need to know how to set your margins, how to set an indent command, and how to change your pitch. If your printer does not print 12 pitch, you might want to use an even smaller type such as 15 or 17 pitch. You should type the information without carriage returns except when you start a new paragraph. Once you learn how to manage the word processor, you will be able to make copies of your unit card and paste as many as you need to complete a set of catalog cards. If you have problems with this activity please let your instructor know exactly what your problems are. Also, the kind of computer you are using, the make and model of the printer, and the name of the word processing program.

Learning Activity Three

At the back of this notebook, you will find blank forms with the words **CATALOGING WORKSHEET** at the top. Describe your textbook by filling a **CATALOGING WORKSHEET** using the information from the title page. Note: The first page in your textbook contains only the title. It is called a "**half-title**" page. The **title page** is the next page. Notice it contains both **author** and **title** as well as the **publisher** and **date**.

The following page is a sample worksheet which has been prepared from the catalog cards on pp. 154-6. Use it as an example as you prepare your worksheet.

CATALOGING WORKSHEET

(Completed sample from catalog cards on page 154, Fig. 15.4 in your textbook)

Main Entry:

Herring, George C., 1936-

Title:

(other title information, statement of responsibility)

America's longest war : the United States and Vietnam, 1950-1975 / George C. Herring.

Edition:

Publication area: (Place, publisher, date)

New York : Wiley, 1979.

Physical Description:

298 p. ; 22 cm.

Series:

America in crisis.

Notes:

Bibliography.
Includes index.

ISBN:

LCCN: 79-16408*

Subjects:

1. Vietnamese Conflict, 1961-1975--United States.
2. Vietnam--History--1945-1975.
3. United States--History--1945-
4. United States--Foreign relations--Vietnam.
5. Vietnam--Foreign relations--United States.

Added Entries:

I. Title.

DDC:

LC: DS558.H45

*Library of Congress card number. It is usually found in the lower right corner of a printed catalog card. It is a unique number assigned by LC. See page 154 in your textbook.

Learning Activity Three (cont)

Be sure to check the back of the **title page** for some of the information you need.

You will find **Library of Congress Cataloging in Publication Data** with cataloging information. You will notice that some information is missing. This cataloging copy was prepared from **galleys** (printed unbound pages) before the book was actually published. It will be helpful when you need to classify and choose subjects and added entries as you catalog.

The **ISBN** (International Standard Book Number) is a number assigned by the publisher of the book and is a unique number for that particular book. It always includes ten digits, the first few of which identify the publisher. You will notice that there are two **ISBNs** or standard numbers given for your textbook; one for a hard cover copy and one for the paperbound one. Be sure you choose the correct number.

Mail the worksheet you have prepared to your instructor.

Notes

Mail the following to your instructor:

Learning Activity Two: Copy of skeleton catalog card that you have typed.

Learning Activity Three: CATALOGING WORKSHEET for the textbook.

Learning Activity Four: Your answers to questions 1-9 found on the next two pages (pp. 5 &6)

If you have access to a microcomputer and a word processing program you should learn how to print catalog cards using the microcomputer.

Tell your instructor what kind of computer and printer you have and what word processor you can use for assistance in producing your catalog cards on the computer.

You need to be familiar with the word processing program to know how to use the **insert** and **edit** commands, be able to set **margins,** and know how to **indent** paragraphs.

Many libraries have Apple II computers with AppleWorks or Zardax. Either of these programs can be used quite easily to produce catalog cards.

If you need help, send the above information to your instructor with this homework.

1. Kind of microcomputer
2. Brand of Printer (dot matrix or letter quality)
3. Computer program

Be sure you put your name on the homework you send your instructor!

Name______________________________

Learning Activity Four

Fill in the answers to questions 1-9 and **mail the completed copy to your instructor.**

1. On page 150 in the text you will find an example of a catalog card for the 4th edition of text book. Compare the information on that catalog card with the title page for the book and see if you can determine where all the information was found. Do you find any differences in the information on the catalog cards and the title page of your book? If so jot them down for class discussion.

____

____

____

2. How many access points do you count for this book? List them.

____

____

____

3. What is the main entry?____

____

4. What is the main purpose of cataloging for your library?____________________

____

____

____

5. List three ways the card catalog can be used in your library.

   1.____
   2.____
   3.____

6. What is the difference between a dictionary catalog and a divided catalog?

____

____

____

Which does your library have?______________________________________

7. Your library has received a catalog in another format from the State Library. What is it called and what is its format?

____

Name________________________________

8. In your textbook, in figure 15.2, identify the following:

a) Main entry:

b) Name of the publisher:

c) Date of publication:

d) Number of pages in the work:

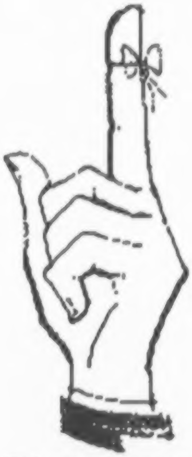
e) ISBN:

f) Subject headings:

g) Dewey Decimal Classification:

h) Number of separate entries called for in the tracing:

i) Library of Congress card number:



Did you put your name on this assignment?

DESCRIBING A BOOK

Unit 2: Assignments

1. Read *Introduction to Technical Services for Library Technicians*, Chapter 16-17, pp. 159-192.
2. Read Study Guide, Unit 2.
3. Read *The Concise AACR2* pp. vii-viii, 1-6, *Foreword, General Introduction*, and *Introduction to Part I. Description.*

Activities

Learning Activity One

Memorize the terms listed on pp. 159-161, 170-171. If you have any questions about the definitions, jot them down for class discussion.

Learning Activity Two

Study Fig. 16.1 on page 161, Components of a Catalog Card. Compare this with the skeleton card from Unit 1. List any differences for class discussion.

Learning Activity Three

Study pages 161-163: *TECHNICAL READING FOR DESCRIPTIVE CATALOGING: BOOK.*

Learning Activity Four

Read the *REVIEW QUESTIONS AND EXERCISES* pp. 191-192. If there are any questions you cannot answer, jot them down for class discussion.

As you do your homework for this lesson, you will need to use *The Concise AACR2* by Michael Gorman. Take time to look it over carefully so that you understand how it is arranged.

Learning Activity Five

For this activity you will prepare 5 **CATALOGING WORKSHEETS** and mail them to your instructor.

Pages 9-13 are copies of title pages for 5 books. Prepare cataloging worksheets using these title pages and the information given you concerning each book. You will find **CATALOGING WORKSHEET** forms at the back of this notebook. Prepare a worksheet for each book for a total of **5** worksheets.

For this assignment you will omit the main entry because Choice of Entry has not been covered yet. You will fill in only the **Title, Edition, Publication,** and **Physical Description** areas.

Examine your copy of *The Concise AACR2*. Each rule is numbered in the left margin of the page. Rule numbers in brackets [ ] are the numbers from the second edition of the *Anglo-American Cataloging Rules* (the unabridged edition) for the same rule. Ignore the numbers in brackets and look for the rule numbers to the right of the brackets at the beginning of each paragraph. These are the numbers which will be used to help you find the correct rules as you work on your homework. You will need to use these rules to place the correct information on the worksheets and to use the correct form and punctuation. You should start using the **ISBD** on your worksheets so it will be easy to transfer the information to a catalog card.

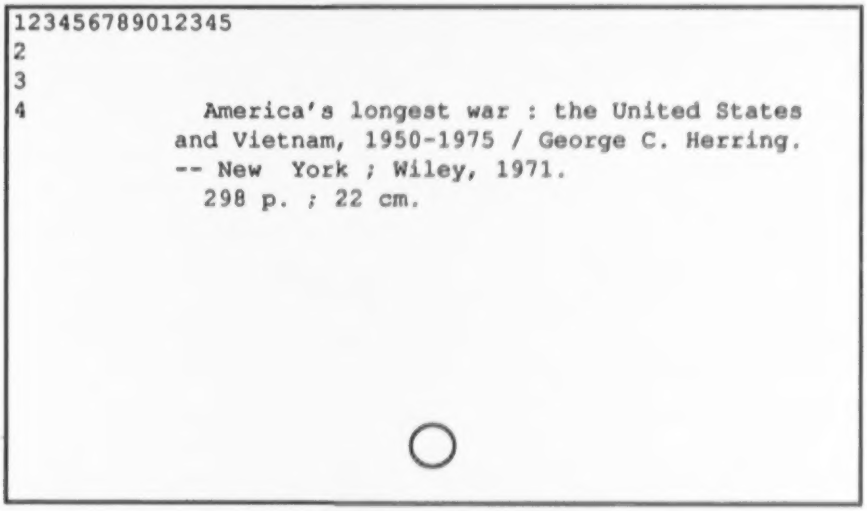
The rules are arranged so that the general rules which apply to most items are listed first. Next you will find specific rules for special problems. You will need to study the following rules to complete your assignment:

2A1 2B 2B1 2F 2F 2F1 5A 5A1 5A2 5B 5B1
5C 5C1 5D 5D1 5E1 5E2 6A1 6A2 6B2 6C 6D

Learning Activity Six

Now that you have completed the **CATALOGING WORKSHEETS**, you will type only the information you have written on each worksheet on a **CATALOG CARD FORM**. Blank forms are also at the back of this notebook following the **CATALOGING WORKSHEETS**. If you filled out the worksheets properly, it will be easy to follow all the punctuation and spacing rules. You will be using the Second layout as shown on p. 12 in *The Concise AACR2*.

Here is an example of a partial Catalog Card including only the information you recorded on the CATALOGING WORKSHEETS (**Title**, **Edition**, **Publication**, and **Physical Description** areas):



```
123456789012345
2
3
4            America's longest war : the United States
           and Vietnam, 1950-1975 / George C. Herring.
           -- New  York ; Wiley, 1971.
             298 p. ; 22 cm.
```

This is a sample of how your Catalog Card Forms will be completed. Notice the spacing and punctuation and be sure you follow it.

You may be wondering why the words "longest" and "war" in the above title are not capitalized. You were probably taught to capitalize all important words in a title. Catalogers capitalize the first word of a title and then only **proper** nouns and adjectives. If you have questions about which words should begin with capital letters, please refer to Appendix I Capitalization p. 135-138 in *The Concise AACR2*. Be sure you read Rule b1, p. 136. It is especially important because the biggest difference from common usage occurs in the transcription of titles.

Describing a Book : Unit 2 -- Title Page 1 for Homework Assignment

10 Days to A Successful Memory

Joyce D. Brothers, Ph.D.
and
Edward P. F. Eagan

PRENTICE-HALL, INC.
ENGLEWOOD CLIFFS, N. J

80

Title Page #1 Unit 2

©1957 BY
Prentice-Hall, Inc.
Englewood Cliffs, N. J.

All rights reserved, including the right to reporduce this book, or any portions thereof, in any form, except for the inclusion of brief quotations in a review.

COPYRIGHT UNDER INTERNATIONAL AND PAN-AMERICAN COPYRIGHT CONVENTIONS

Library of Congress Catalog Card Number: 57-13278

First printing. . . . . October, 1957
Second printing . . . . January, 1958

PRINTED IN THE UNITED STATES OFAMERICA

90496

Last numbered page is 220, the last page of the index. The book is 24 cm. high and there are some illustrations.

Back of Title Page #1 Unit 2

Describing a Book : Unit 2 -- Title Page 2 for Homework Assignment

THE MOST WONDERFUL DOLL IN THE WORLD

BY

Phyllis McGinley

WITH DRAWINGS BY

Helen Stone

J. B. LIPPINCOTT COMPANY
PHILADELPHIA & NEW YORK

Title Page #2 Unit 2

TEXT COPYRIGHT, 1950, BY
PHYLLIS McGINLEY
ILLUSTRATIONS COPYRIGHT, 1950, BY
HELEN STONE

PRINTED IN THE UNITED STATES OF AMERICA
EIGHTH PRINTING

This book has 61 pages, and is 21 cm. high. Some of the illustrations are colored.

Back of Title Page #2 Unit 2

Describing a Book : Unit 2 -- Title Page 3 for Homework Assignment

VOICES

Seymour Shubin

sd
STEIN AND DAY/*Publishers*/New York

Title Page #3 Unit 2

This novel is a work of fiction. Names, characters, places, organizations, and incidents are either the product of the author's imagination or are used fictitiously.

Copyright ©1985 by Seymour Shubin
All rights reserved, Stein and Day, Incorporated
Designed by Terese Bulinkis Platten
Printed in the United States of America
STEIN AND DAY/ *Publishers*
Scarborough House
Briarcliff Manor, NY 10510

The last numbered page is 238 and the book measures 24 cm. There are no illustrations.

Back of Title Page #3 Unit 2

THE HOMECOMING

Harold Pinter

LONDON
METHUEN & CO LTD.
11 NEW FETTER LANE EC4

This play is fully protected by copyright. All inquiries concerning performing rights, professional or amateur, readings or any other use of this material should be directed to the author's sole agents:
ACTAC (Theatrical and Cinematic) Ltd,
16 Cadogan Lane, London, SW$_{I}$

THIS BOOK IS AVAILABLE IN BOTH HARDBOUND AND PAPERBACK EDITIONS.
The paperback edition is sold subject to the condition that it shall not, by of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

First published 1965
Second edition 1966
Paperback edition 1066
Reprinted 1967
© 1965, 1966 and 1967 by H. Pinter Ltd
Printed in Great Britain by
Cox & Wyman Ltd, Fakenham, Norfolk

This British play has 82 pages and is 19 cm. high. You have the paperbound edition.

Describing a Book : Unit 2 -- Title Page 5 for Homework Assignment

Fundamental Statistical Concepts

Frederic E. Fischer
State University of New York
College at Oswego

Canfield Press San Francisco
A Department of Harper & Row, Publishers, Inc.
New York • Evanston • London

Title Page #5 Unit 2

Fundamental Statistical Concepts

Copyright 1973 by Frederic E. Fischer

Printed in the United States of America.
All rights reserved.
No part of this book may be used or reproduced
in any manner whatsoever without written permission
except in the case of brief quotations embodied
in critical articles and reviews.
For information address
Harper & Row, Publishers, Inc.
10 East 53rd Street, New York, N.Y. 10022

International Standard Book Number: 0-06-382662-3

Library of Congress Catalogue Card Number: 72-3309

This illustrated textbook has 371 pages and is 24 cm. high. Bibliography is on pages 305 through 307.

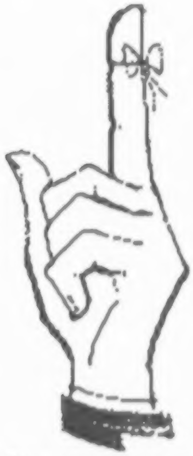
Back of Title Page #5 Unit 2

Notes

Mail the following to your instructor:

Learning Activity Five: CATALOGING WORKSHEETS for each of the 5 title pages.
Learning Activity Six: Catalog card forms for each of the above titles as instructed.

If you have a microcomputer available, be sure to use it to complete Learning Activity Six.



Be sure you put your name on the homework you send your instructor!

DESCRIBING NON-PRINT ITEMS

Unit 3: Assignments

1. Study *Introduction to Technical Services for Library Technicians*, Chapter 18, pp. 193-214. If you want to look up the rules that are explained in this chapter, you will need to use the index in *The Concise AACR2* and look up the topics covered. The rule numbers listed in your textbook are taken from the unabridged version of the rules and are listed in brackets in the outside margins of the pages in *The Concise AACR2*.

2. Read Study Guide, Unit 3.

Activities

Learning Activity One

Study the **Cataloging Terminology** on pp. 193-195 and the **Abbreviations** listed on page 195 in your textbook.

Learning Activity Two

Write the answers to questions 1-7, **REVIEW QUESTIONS AND EXERCISES**, pp. 213-4. Be prepared to discuss questions 8-9. Mail your written answers to your instructor.

Learning Activity Three

Prepare cataloging worksheets for items for which title pages, label information or other information from the **chief source of information** has been supplied. As in Unit 2, **omit the main entry** and complete the **Title, Edition, Publication,** and **Physical Description areas**. Include any **notes** you feel are necessary and don't forget to include the **[GMD]** for these non-print items. You will find the correct terms to use on page 16, Rule 2C1 in *The Concise AACR2*.

You have been supplied with cataloging information for a record, sound cassette tape, map, atlas, globe, transparency, filmstrip, film, and videorecording (9 different items). Include the **series** for the map and the filmstrip on your worksheets for those items. (Rule 7)

As you work through the materials in your assignment, remember to use the rules you find in *The Concise AACR2*. If the concise text does not tell you to include certain information, don't include it. There are additional rules and examples given in *Introduction to Technical Services for Library Technicians* which may help you in understanding the commercial cataloging you will receive from a vendor. Do not try to use these rules in completing your assignment. **Use only *The Concise AACR2*.**

Your homework for Unit 2 has been corrected and returned to you. Look back over these corrected worksheets and title pages for Unit 2 and add any **notes** that you feel are necessary. **Rules 8B**, pp. 39 - 45 in *The Concise AACR2* describe information found in the **Note area**.

Complete the information as you would if you were preparing cataloging for your library. Keep in mind that the purpose of cataloging is to index your collection to assist library users.

When you have completed your WORKSHEETS, send them to your instructor. Do not include those from Unit 2 even if you added notes. Write down the titles of those items for which you made notes and put the notes you made on the answer sheet for Learning Activity Two.

Your instructor will send you completed WORKSHEETS with the correct information typed on them for you to use in your assignment for Unit 5. Please do not start your assignment for Unit 5 until you have received these correctly typed WORKSHEETS.

You are to use the following general rules as you did in Unit 2:

2A1 2B 2B1 2F 2F 2F1 5A 5A1 5A2 5B 5B1
5C 5C1 5D 5D1 5E1 5E2 6A1 6A2 6B2 6C 6D

In addition you will use rules:

2C1 6B1 8A1 8A2 8A3 8A4

Other specific rules and hints to assist you will be on the pages with the information from the **chief source of information.** Treat the next 12 pages (pages 15-27) as though they are actually nine non-print items. Remember to use the **ISBD punctuation** on your **WORKSHEETS**. It makes it much easier to type the catalog cards.

Notes

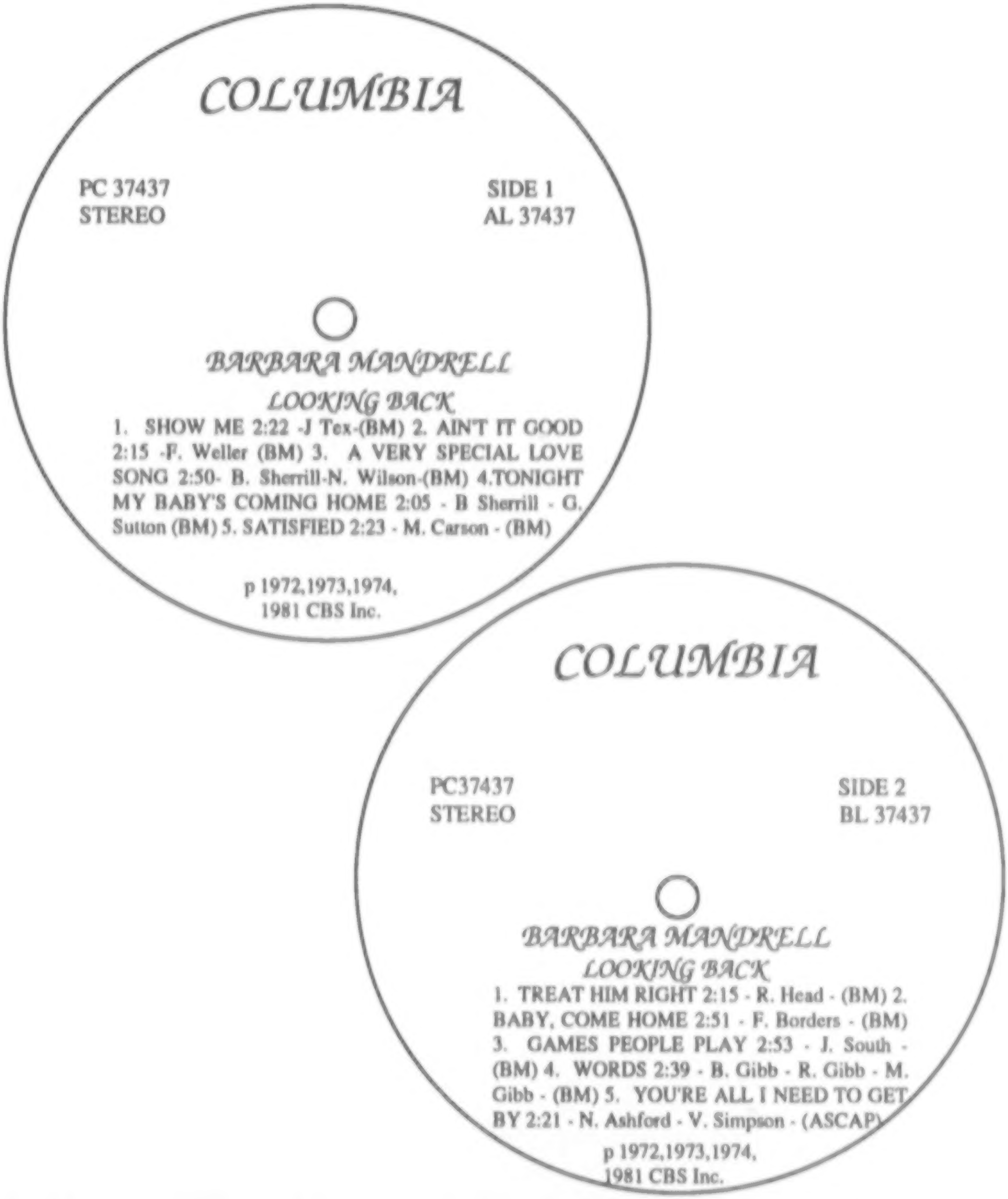
Mail the following to your instructor:

Learning Activity Two: Written answers to questions 1-7, **REVIEW QUESTIONS AND EXERCISES**, pp. 213-4. Also, write the titles for which you made notes from Unit 2 and enter the notes on this sheet.

Learning Activity Three: 9 completed CATALOGING WORKSHEETS

Be sure you put your name on the homework you send your instructor!

Record Label



COLUMBIA

PC 37437
STEREO

SIDE 1
AL 37437

BARBARA MANDRELL
LOOKING BACK

1. SHOW ME 2:22 -J Tex-(BM) 2. AIN'T IT GOOD 2:15 -F. Weller (BM) 3. A VERY SPECIAL LOVE SONG 2:50- B. Sherrill-N. Wilson-(BM) 4.TONIGHT MY BABY'S COMING HOME 2:05 - B Sherrill - G. Sutton (BM) 5. SATISFIED 2:23 - M. Carson - (BM)

p 1972,1973,1974,
1981 CBS Inc.

COLUMBIA

PC37437
STEREO

SIDE 2
BL 37437

BARBARA MANDRELL
LOOKING BACK

1. TREAT HIM RIGHT 2:15 - R. Head - (BM) 2. BABY, COME HOME 2:51 - F. Borders - (BM) 3. GAMES PEOPLE PLAY 2:53 - J. South - (BM) 4. WORDS 2:39 - B. Gibb - R. Gibb - M. Gibb - (BM) 5. YOU'RE ALL I NEED TO GET BY 2:21 - N. Ashford - V. Simpson - (ASCAP)

p 1972,1973,1974,
1981 CBS Inc.

The **Chief Source of Information** for a record (sound recording--disc) is the two labels taken together. See page 9 in the rulebook (*The Concise AACR2*).

Slipcase

This album consists of previously released material.

Mastered at CBS Recording Studios on the CBS DisComputer™ System, Nashville, Tennessee.

Mastered by M. C. Rather.

Photograph by Slick Lawson.

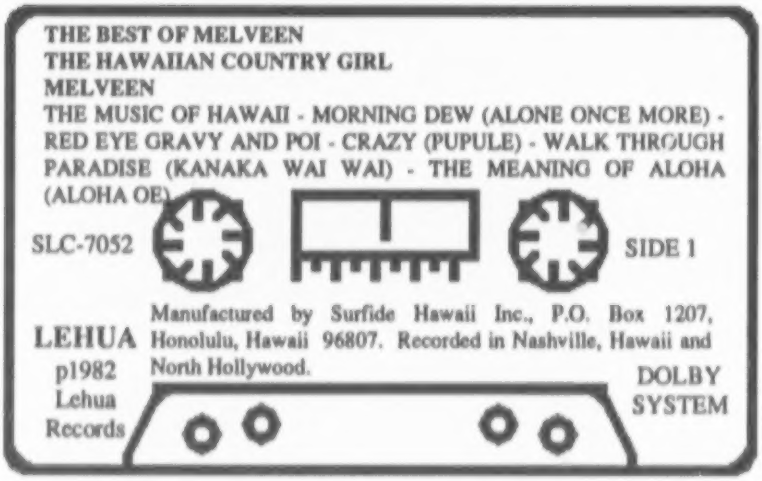
Produced by Billy Sherrill.

Recorded at CBS Recording Studios, Nashville, Tennessee.

Hints to Help You

Don't forget to add up the length of time it takes to play this record. The numbers given after each song on the labels are in minutes and seconds. Add the minutes and jot down the answer. Then add the seconds and divide the answer by 60. Round that result out to the **next** whole minute and add to the answer you got when you added the minutes. Your answer goes in the **Physical Description Area**. See the **second** example in **Rule 6C** at the top of page 33 in the rulebook. Use Rule 8B14, page 44 in the rule book, when making a **Contents note** for this item. Record is 12" in diameter.

Cassette tape



THE BEST OF MELVEEN
THE HAWAIIAN COUNTRY GIRL
MELVEEN
THE MUSIC OF HAWAII - MORNING DEW (ALONE ONCE MORE) - RED EYE GRAVY AND POI - CRAZY (PUPULE) - WALK THROUGH PARADISE (KANAKA WAI WAI) - THE MEANING OF ALOHA (ALOHA OE)

SLC-7052

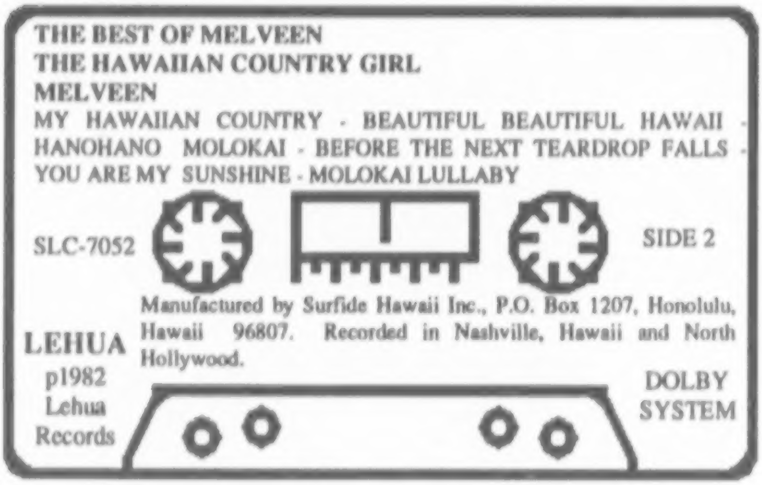
SIDE 1

LEHUA

Manufactured by Surfide Hawaii Inc., P.O. Box 1207, Honolulu, Hawaii 96807. Recorded in Nashville, Hawaii and North Hollywood.

p1982
Lehua
Records

DOLBY
SYSTEM



THE BEST OF MELVEEN
THE HAWAIIAN COUNTRY GIRL
MELVEEN
MY HAWAIIAN COUNTRY - BEAUTIFUL BEAUTIFUL HAWAII - HANOHANO MOLOKAI - BEFORE THE NEXT TEARDROP FALLS - YOU ARE MY SUNSHINE - MOLOKAI LULLABY

SLC-7052

SIDE 2

Manufactured by Surfide Hawaii Inc., P.O. Box 1207, Honolulu, Hawaii 96807. Recorded in Nashville, Hawaii and North Hollywood.

LEHUA

p1982
Lehua
Records

DOLBY
SYSTEM

Hints to Help You

The **Chief Source of Information** for a cassette tape (sound recording--tape) is the item itself and its label(s). See page 9 in the rulebook (*The Concise AACR2*). Also, with this one, remember, you can use only the information given here, don't try to guess the playing time. Omit it.

Map

On one side of jacket

DEPARTMENT OF THE INTERIOR
UNITED STATES GEOLOGICAL SURVEY

GEOLOGIC MAP OF THE FAIRBANKS QUADRANGLE, ALASKA

By
Troy L. Pewe, Clyde Wahrhaftig
and Florence Weber.

MISCELLANEOUS GEOLOGICAL INVESTIGATIONS
MAP I-455

PUBLISHED BY THE U. S. GEOLOGICAL SURVEY
WASHINGTON, D.C.
1966

On other side of jacket

GEOLOGIC MAP SYMBOLS
COMMONLY USED ON MAPS OF THE UNITED SATES GEOLOGICAL SURVEY
(Special symbols are shown in explanation)

(Follows a table of symbols used on the maps)

On Map

GEOLOGIC MAP OF THE FAIRBANKS QUADRANGLE, ALASKA

By

Troy L. Pewe, Clyde Wahrhaftig
and Florence Weber.

SCALE 1:250,000

1966

Additional Information

The sheet the map is printed on measures 61 cm (high) x 86 cm (wide) and contains additional explanation of symbols.

The colored map itself measures 45 cm (high) x 56.5 cm (wide). Remember, when giving size, always **round out** to the next larger whole number

Included with the map are 5 pages of "Description of map units" and "Selected references."

Hints to Help You

Put the scale in the Edition area on the worksheet. You will need to use Rules 7A, 7A1, 7A2, 7B, 7B1, 7D1 to list the series: *Miscellaneous geological investigations map I-455.* The accompanying material should be listed in the physical description area, Rule 6E, and described further in a note, Rule 8B10.

Try to use as much of the information given here as you can. Read the rules carefully and study the examples given.

Atlas

Title Page

THE READER'S DIGEST

GREAT WORLD ATLAS

planned under the direction of
the late Frank Debenham.

Revised and updated edition

READER'S DIGEST ASSOCIATION
LONDON
1974

Verso of the title page

First edition published in 1961

Hints to Help You

The atlas has 179 numbered pages with 170 colored maps. It measures 40 cm. high.

Since the word atlas is in the title, you may omit the [GMD]. Use Rule 8B7 as an example of how to recognize the earlier edition in a note. See Appendix 1.b4, p. 138 in *The Concise AACR2* for the rule on how to capitalize the words in the title.

Globe

Philips' 12" political challenge globe

Scale: 1:42,000,000

London
Philips 1970

Hints to Help You

The globe is in color and is 12 inches (check on your ruler for correct centimeters) in diameter. It is mounted in a metal stand.

The above information is taken from the globe itself. It is all the information you have to use to catalog this item. Again you may omit the [GMD] since the word "Globe" is in the title.

Transparency

(The only title is on the transparency itself and reads as follows)

THE UNION JACK

PREPARED BY ALEXANDER GRANT

Additional Information

You have a transparency with two overlays that are attached to the frame of the original transparency. It illustrates how the Union Jack is made up from the Crosses of St. George, St. Andrew and St. Patrick.

No publisher can be found, but the information that it was published in Liverpool in 1975 is given in a catalog description of the item.

The transparency is colored and when framed is 28 cm. high x 31 cm. wide.

Hints to Help You

Notice that the words Union Jack are both capitalized as it is a proper name for the British flag. Also, use Rule 8B13 and help the user who might need this item identify what it is and how it might be useful. This is a good example of how to enter the information in the publication area when you do not find it on the item itself but somewhere else.

Filmstrip

Printed on the container:

Ward's solo-learn system
Introduction to the Water Cycle
Ward Co., Inc.

On filmstrip:

Frame 1

Ward's solo-learn system

Frame 2

Introduction to the Water Cycle

Robert L. Gering

Frame 3

Developed by

Informaton Applications

Frame 4

Published by

Ward Co., Inc.

New York Boston

1970

Hints to Help You

The hardest task here is to identify the series. Look at Rule 7B1 on page 36 in the rulebook. The colored filmstrip has 48 frames and is accompanied by a cassette tape for sound. This 35mm filmstrip is in color and consists of a total of 56 frames.

Film

On film container:

DENOUEMENT FILMS PRESENTS
SIMON SIMON

On the film itself:
Denouement Films
presents
Graham Stark
in
SIMON SIMON.
1970.
Producer, Peter Shillingford.
Director, Graham Stark
The **cast** includes Graham Stark, John Junkin, Norman Rossington, and Julia Foster.
Other credits given:
Photography: Derek van Lynt and Harvey Harrison, Jr.
Sound: John Wood
Editor: Bunny Warren
Music: Denis King.

Hints to Help You

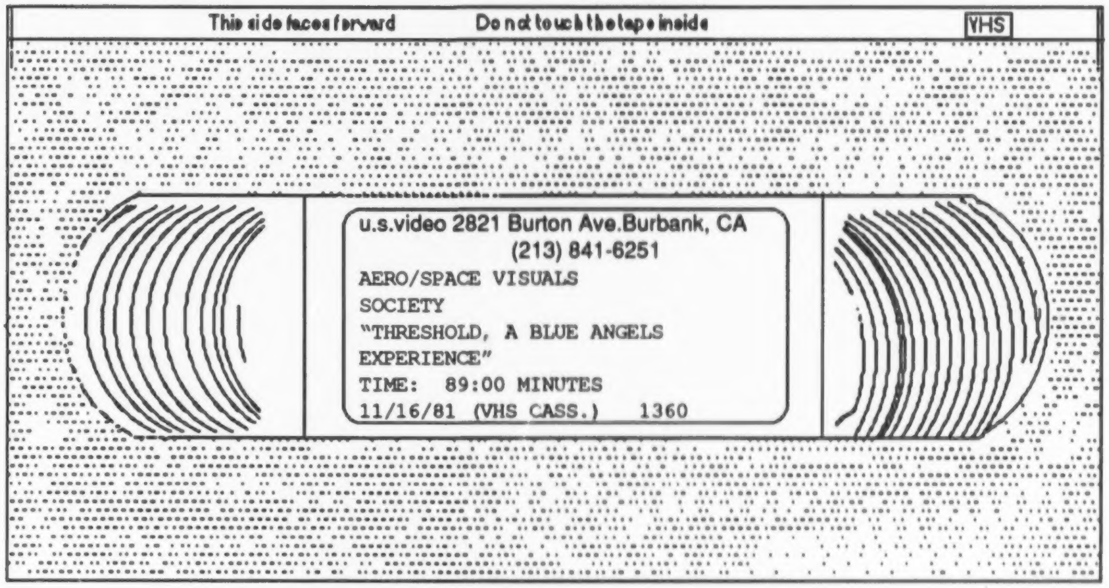
This 30 minute film is in color and has sound. It is a 35 millimeter movie and is a mixed comedy involving two municipal workmen, a blonde typist and a hydraulic platform truck.

You should use **all** of the above information to prepare your worksheet plus the fact that the film is distributed by Tigon Film Productions, London. You're on your own to find the rules you need! You may want to place the producer and director in the statement of responsibility area. If you do, copy the information as it appears here. Information placed in notes should be in the order in which the rules are listed in the rule book.

The next item is a video recording and you have been given much more information than you actually need. Use only that information which you feel important when completing your worksheet for the video recording. The information used cataloging the film should help you.

Videorecording

Label on Videocassette



u.s.video 2821 Burton Ave.Burbank, CA
(213) 841-6251
AERO/SPACE VISUALS
SOCIETY
"THRESHOLD, A BLUE ANGELS
EXPERIENCE"
TIME: 89:00 MINUTES
11/16/81 (VHS CASS.) 1360

When played the following information is seen

Frame 1

A Gardner-Marlow-Maes Associates presentation

c1972 Gardner-Marlow-Maes Associates

Frame 2

THRESHOLD

THE BLUE ANGELS EXPERIENCE

Frame 3

Produced and Directed

PAUL MARLOW

Frame 4

NARRATED BY LESLIE NIELSEN

Ending credits

Director of photography
Associate Producer
Dave Gardner

Executive Producer
Michel Maes

Film Editor
Tony Magro
Narrator
Leslie Nielsen
Music Composer and Director
Fred Myrow
Lyrics
Peter Ivers
Music Editor
Ted Sebern
Technical Advisor
Rick Millison
Sound Re-recording
Samuel Goldwyn Studios
Production Film Services
Alpha Cine Labs
Producer, Director
Air-to-air Photographer
Paul Marlow
Pilots
Kevin O'Mara
Jim Maslowski
Ernie Christensen
Steve Shoemaker
Bill Beardsley
Bill Switzer

Narrative Editor
Frank Herbert
Sound Editor
John H. Newman
Music Production and Supervisor
Jules Chaikin
Vocals
Jim Connors
Title Design
Paul Gruwell
Additional Scenes
Dick Milligan
Fred C. Langston
Titles and Processing
Consolidated Film Industries

Pilots (in memoriam)
Harley Hall
Skip Umstead
Larry Watters

Slip case information

THRESHOLD

THE BLUE ANGELS EXPERIENCE

Threshold is a movie of rare merit that truly captures the awe, wonder and amazement of those special peak-experiences encountered in flight.

It is a heroic adventure and a stunning experience, manifesting the raw physical excitement, and soul-stirring grandeur of the Blue Angels Jet Aerobatic Airshow!

Threshold's stark pilots-eye photography puts you in the cockpit of a 1600 mile per hour F-4 Phantom. You will fly through violent buffeting jet streams in gut-straining 8-G formation aerobatics. You and five other Blue Angel Phantoms. All within three feet of each other.

Limited Edition: Original, uncut, 89 minutes theater version. Written by Frank Herbert and narrated by Leslie Nielsen.

Available in V.H.S., Beta, 16 mm. and 35 mm.Contact Aero/Space Visuals Society, 2500 Seattle Tower, Seattle, WA 98101 (206) 624-9090.

Note: All applicable copyright laws must be complied with. Violations shall be prosecuted to the full extent of the law.

Hints to Help You

When viewing this color program and listening to the narration, it was evident that the Blue Angels fly Phantom fighter planes and are officially knows as the U.S. Naval Flight Demonstration Squadron.

Use the information on the label as much as possible. The distributor, Aero/Space Visuals Society, is located in Seattle, WA and may be used as publisher. You can omit the audience since it will be apparent to the user from information you write in the summary. Rules 8B11 and 8B13.

Notes

In a later assignment you will be typing or printing catalog cards for the items cataloged in this assignment. However, **do not** type those cards until you have completed Unit 4. Then you will have the corrections from Unit 3 and will have selected the **main entries**.

Meet the *ALN Cat* in the next unit!

WHAT IS THE ALN CAT?

Unit 4: Assignments

1. Read through the Study Guide for Unit 4 carefully following the entries in the *ALN microfiche Catalog*.

2. If you have any problems finding the titles in the following learning activities in the *ALN Cat* be sure to check pages 54-61 for filing information.

Activities

Learning Activity One

Using the *ALN catalog* look up each of the five titles for which you prepared worksheets in Unit 2. List the **main entry** for those you find. If you did not find the title, leave it blank.

1. 10 days to a successful memory.

Main entry____

2. The most wonderful doll in the world.

Main entry____

3. Voices.

Main entry____

4. The homecoming.

Main entry____

5. Fundamental statistical concepts.

Main entry____

Learning Activity Two

Using the *ALN Catalog*, look up each of the following titles and see if you can identify what the main entry should be from the title entry. If you find several items with the same title, please give the main entry for the one identified by the LCCN. You can check your work by looking up the main entry you found as an author. This is not as easy as you think so be prepared to read the title entries carefully. Be sure to take the information immediately following the last statement of responsibility and just before the edition statement if there is one. If there is no edition statement, the main entry will be just before the publication area. When you find a place, go back and check what comes just before it. Many of these items are strange in that they are what is known as **anonymous classics**. That is, they are works that have been available since before 1500, have appeared under a variety of titles, and whose authors are unknown. You probably have many of these **anonymous classics** in your library under various titles.

1. Animals of the Bible, a picture book. (Use the entry with LCCN [37-028415]

Main entry______________________________

2. Endless treasure; unfamiliar tales from the Arabian nights.

Main entry______________________________

3. The seven voyages of Sinbad the Sailor. (Look just before the place of publication.)

Main entry______________________________

4. Johnny Crow's garden : a picture book. LCCN [a12-000792]

Main entry______________________________

5. The Mother Goose treasury. LCCN [66-012045]

Main entry______________________________

6. Mother Goose's menagerie. LCCN [01-027691]

Main entry______________________________

7. Henny Penny; a picture book. LCCN [70-093810/AC/r83]

Main entry______________________________

8. Once a mouse-- : a fable cut in wood. LCCN [wln86-141634]

Main entry______________________________

9. The Bounty trilogy. LCCN [82-082894]

Main entry______________________________

10. City mouse, country mouse [sound recording]. LCCN [wln85-037087]

Main entry______________________________

Learning Activity Three

You will be using the ALN Cat from now on in this course as a tool to help you with your assignments. In order to ensure that you understand the entries you find in the *ALN Cat*, choose any two of the above titles. Complete a **CATALOGING WORKSHEET** for each of them.

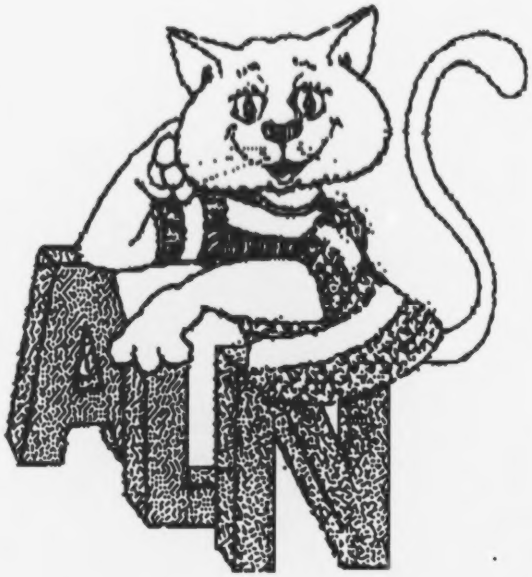
Notes

Mail the following to your instructor:

Learning Activity One: Main entries you found in the *ALN Cat* for the five titles in Unit 2. You will not find all of these titles in *ALN Cat*.

Learning Activity Two: Main entries you found in the *ALN Cat* for the ten titles listed. You should find all ten of these.

Learning Activity Three: Two completed CATALOGING WORKSHEETS for any two of the titles from Learning Activity Two.



The ALN Cat is always ready to help you with your assignments!

List any questions you may have as you use *ALN Cat* throughout this course. Be sure to bring them up in class as others may have the same problems.

WHO'S THE AUTHOR?

Unit 5: Assignments

1. Study *Introduction to Technical Services for Library Technicians*, Chapter 19, pp. 215-241. You will notice that the rule numbers given throughout the chapter do not match the numbers in *The Concise AACR2*. If you want to read the text of the rules as you study your textbook, use the index in *The Concise AACR2*. There is a lot of information given in this chapter so you may want to read it in small sections at a time and study each rule carefully to be sure you understand it. Don't be surprised if you have questions and be sure to ask them during class as others probably have the same ones.

2. Read Study Guide, Unit 5.

Activities

Learning Activity One

Study the **CATALOGING TERMINOLOGY** on pp. 215-216.

Learning Activity Two

Write the answers to questions 1-19, **REVIEW QUESTIONS AND EXERCISES,** pp. 241-2. Mail your written answers to your instructor.

Learning Activity Three

Complete the main entry for the CATALOGING WORKSHEETS from Units 2 and 3. Special rules which apply to each title are listed on the worksheets sent to you by your instructor. Omit titles, qualifications, etc., attached to personal names, as you do when recording the name in the statement of responsibility. Refer to Rule 2F6, p.20.

If you decide the main entry is the title, write "Title main entry" in the main entry space on the worksheet.

Use the following procedure as you work:

1. Choose the main entry.

2. Decide upon the proper form according to the rules listed on the worksheets.

3. Check your choice of entry using the *ALN Catalog* to determine the correct form.

4. Record the entry exactly as you would type it on a catalog card in the main entry space on the cataloging worksheet.

List the necessary added entries in the proper space on the worksheet following the above procedures to determine the correct form for the names. Number the added entries using Roman numerals.

If you follow the above procedures, you will become familiar with the rules as you work and then will be able to check yourself. You will complete five worksheets from Unit 2 and nine worksheets from Unit 3 for a total of **14** worksheets. After you have completed the worksheets, list the main entries and added entries you have chosen in the spaces provided at the end of the worksheet for Learning Activity Four.

Learning Activity Four

This is an exercise in using the rules in *The Concise AACR2*. You do not need to use the *ALN Catalog*. All the information you need is on the worksheet and the rules to use are to be found in

The Concise AACR2.

Choose the **main entry, added entries**, and **cross references** for each of the following books. Put each entry in its correct form. In this exercise identify all of the added **entries**, including **title** and **series**, and number the tracings putting them in the correct order. Note: These are not real books--just made up titles and authors to help you learn how to use the rules. As you are using the rules, you may find a term which is unfamiliar to you. You can look it up in the **glossary, p. 139**. If you cannot find it there, check the index of your textbook. If you still can't find it, jot it down for class discussion.

EXAMPLE:

A Story of the World or Why Things Are as They Are by James Smathers and Connie Smythe-Jones.

Main entry:	`Smathers, James.`

Added entries:	`I. Smythe-Jones, Connie.`
	`II. Title.`
	`III. Title: Why things are as they are.`

Reference:	`Jones, Connie Smythe`
	`see`
	`Smythe-Jones, Connie.`

A short way to list the above see reference is as follows:

`x Jones, Connie Smythe`

The **x** indicates that a **see** reference is to be made **from** the form of the name **not used to** the form of the name **used.**

Rule **24B5** is to be used when determining **title added entries**. Rules you will need to use with each problem are enclosed in brackets [ ].

Notes

Mail the following to your instructor:

Learning Activity Two: Written answers to questions 1-19, pp. 241-2.

Learning Activity Three: List of main and added entries for 14 CATALOGING WORKSHEETS. You will find a space to list these provided at the end of the problems for Learning Activity Four.

Learning Activity Four: Written answers to problems on pages 33-36.

Name________________________

CHOICE OF ACCESS POINTS AND FORM OF ENTRY EXERCISE

1. *World Weather* originally published as *Our Changing Weather* by John S. Haroldson and Robin Fonsworth-Carrington. [Rules 29A; 29C2; 57A2]

Main Entry:
Added Entries:

References:

2. *Dorothy in Washington & Dorothy in New York* by S. N. Carson. (Two separate novels bound together; the author's forenames are Samuel Norton, although he usually writes under the initials). [Rule 37]

Main Entry:
Added Entries:

References:

3. *A Bibliograhy on Religion* compiled by Ruth Johnson Brown. [Rule18A1]

Main Entry:
Added Entries:

References:

4. *The Mailman! A Book of Cartoons* drawn by G. Lawrence Martin with *An Expose of Cartoon Humor* by Anita Clark. (Both titles are on the same title page). [Rule 20B1]

Main Entry:
Added Entries:

References:

5. *Fifty Years of Fishing* by Roberta Mulford. (Catalog of a loan exhibition held in the Museum of the Sea, Fairfield, Conn., June, 1987.) [Rules 18B2; 24B(d), p.73]

Main Entry:
Added Entries:
References:

Name________________________

CHOICE OF ACCESS POINTS AND FORM OF ENTRY EXERCISE

6. *Membership Directory of the American Library Association.* [Rules 18B2a; 43B]

Main Entry:
Added Entries:

References:

7. *A Guide to the Anchorage Historical Museum* by Melanie Clark. [Rules 18B2a; 43B]

Main Entry:
Added Entries:

References:

8. *How to Prepare Hides for Tanning* by Lewis Haydon, George Brown, Stephanie Green, and Patrick Morgan. [Rule 20C2]

Main Entry:
Added Entries:

References:

9. *Oil and the Future of Alaska*, proceedings of the Second Annual Conference on Petroleum held in Juneau, January 7th to 9th, 1987. [Rules 18B2e; 46]

Main Entry:
Added Entries:

References:

10. *Standards for Alaskan Streams* by the Committee on Pure Water of the Alaskans for Clean Environment. [Rules 18B2; 48]

Main Entry:
Added Entries:

References:

Name________________________

CHOICE OF ACCESS POINTS AND FORM OF ENTRY EXERCISE

11. *The Report on Class Size* by the Curriculum Committee of the School of Education of the University of Alaska Fairbanks. [Rules 18B2; 50A]

Main Entry:

Added Entries:

References:

12. *The Libertarian Party in Alaska* by the Alaska Section of the Libertarian Party.

[Rules 18B2, 45B]

Main Entry:

Added Entries:

References:

13. *Readings in Local Government* compiled by Lane Burman and Jane Simms, Second revised edition revised by G. L. James. [Rules 21A; 24B2]

Main Entry:

Added Entries:

References:

14. *Three Short Plays* introduced and annotated by R. G. Newby. (Contents: Near and far / I. M. Wanderlust -- Summer in Kwigillingok / C. L. Johnson -- Look at the tundra / S. E. Colourson.) [Rules 18C3; 21B; 24B8a]

Main Entry:

Added Entries:

References:

15. *The Message of President Theodore Roosevelt* to the Congress, September 8. 1904. (Dates of incumbency, 1901-1909; dates of birth and death, 1858-1919.) [Rules 49B; 29A]

Main Entry:

Added Entries:

References:

Name________________________

CHOICE OF ACCESS POINTS AND FORM OF ENTRY EXERCISE

16. The *Annual Report* of the H. K. Lewisjohn Company, Incorporated.
[Rules 18B2a; 43B; 58A]

Main Entry:
Added Entries:

References:

17. *An Alaskan Night - A Play* by Enid Culbertson. (A rewriting of the novel *Northern Lights* by Jane Froman.) [Rules 22B1a]

Main Entry:
Added Entries:

References:

18. *The Complete Works of Richard Simeon*, with an introduction by Simon Suggs.
[Rules 19A; 54A]

Main Entry:
Added Entries:

References:

19. *The Birds* by Aristophanes translated into English by Robert Minton Blake. (This is the most recent of many translations.) [Rule 22B2b]

Main Entry:
Added Entries:

References:

20. Christmas in the Southwest, photographs by Tyler Moore; text by Joan Young. [Rule 20B1]

Main Entry:
Added Entries:

References:

Name________________________

Main and Added Entries for Cataloging in Units 2 & 3

1. 10 days to a successful memory.
    Main entry:
    Added entries:
    References:
2. The most wonderful doll in the world,.
    Main entry:
    Added entries:
    References:
3. Voices.
    Main entry:
    Added entries:
    References:
4. The homecoming.
    Main entry:
    Added entries:
    References:
5. Fundamental statistical concepts.
    Main entry:
    Added entries:
    References:
6. Looking back.
    Main entry:
    Added entries:
    References:
7. The best of Melveen.
    Main entry:
    Added entries:
    References:
8. Geological map of the Fairbanks Quadrangle, Alaska.
    Main entry:
    Added entries:
    References:

Name________________________

Main and Added Entries for Cataloging in Units 2 & 3

9. The Reader's digest great world atlas.

Main entry:
Added entries:

References:

10. Phillips' 12" political challenge globe.

Main entry:
Added entries:
References:

11. The Union Jack.

Main entry:
Added entries:
References:

12. Introduction to the water cycle.

Main entry:
Added entries:
References:

13. Simon Simon.

Main entry:
Added entries:

References:

14. Threshold.

Main entry:
Added entries:

References

Am I ever glad to get that assignment done!

GETTING MORE FROM LESS

Unit 6: Assignments

1. Review pages 189-90 in *Introduction to Technical Services for Library Technicians.*
2. Study rule 24B8 in *The Concise AACR2*, pages 79-80.
3. Read Study Guide, Unit 6.

Activities:

Learning Activity One

Go back to your homework for Unit 3. Choose **two** songs from each recording (the record by Barbara Mandrell and the cassette tape by Melveen) and fill in the **CATALOGING WORKSHEETS** with the necessary tracings for these two analytics for each recording. Mail the completed worksheets to your instructor.

First trace the title added entry:

I. Title.

Next trace each of the two songs:

II. Title: (type one song title here)

III. Title: (type the other song title here)]

Learning Activity Two

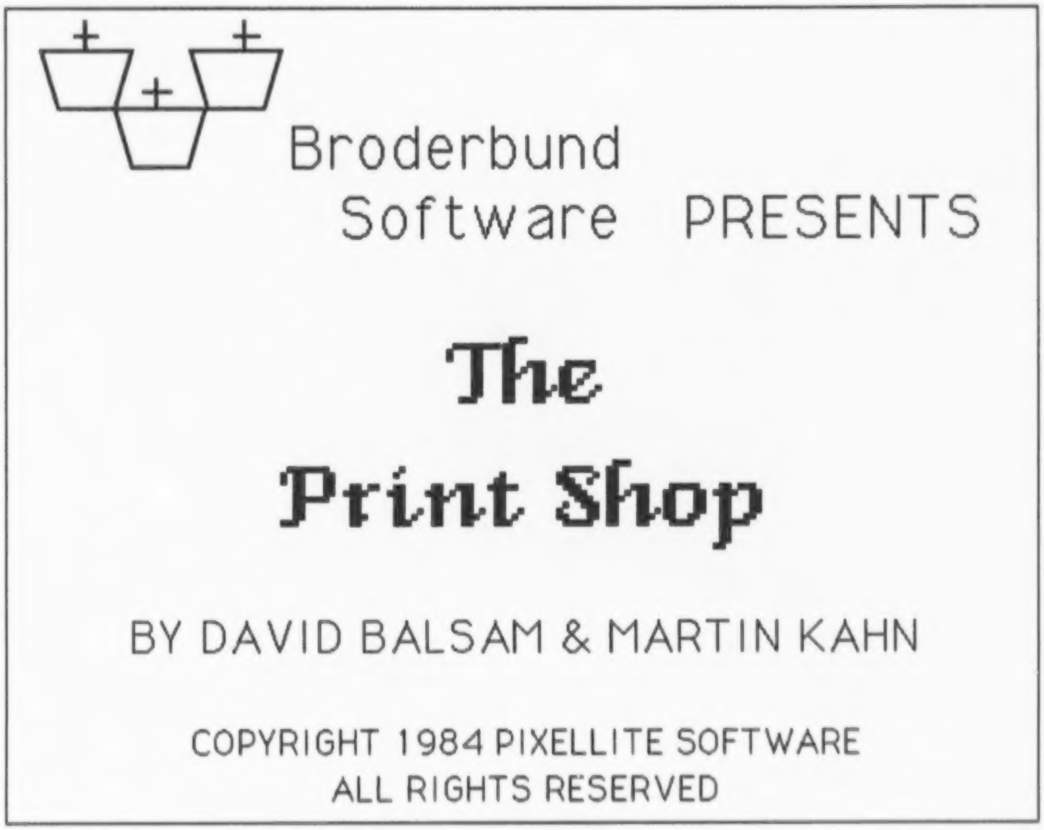
Type the information you have on the **CATALOGING WORKSHEETS** above on a Catalog Card Form. Type a main entry card, a title card, and 2 title analytic cards for a total of 4 cards for each recording. Mail the completed catalog cards to your instructor.

Learning Activity Three

Prepare **CATALOGING WORKSHEETS** for the following **three** computer programs for which title frames and other chief sources of information have been provided. Fill out these worksheets as completely as you can following the outline of what is needed given in the Study Guide.

Mail these worksheets to your instructor.

Many libraries have these programs. If you have a copy you may use your copies of these programs for this activity if you wish. If you do use your copy for this assignment, please make a note of it on the worksheets you submit.



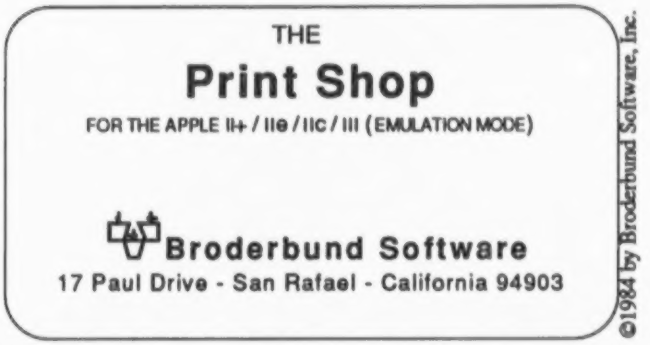
Broderbund
Software PRESENTS

The
Print Shop

BY DAVID BALSAM & MARTIN KAHN

COPYRIGHT 1984 PIXELLITE SOFTWARE
ALL RIGHTS RESERVED

Title Screen



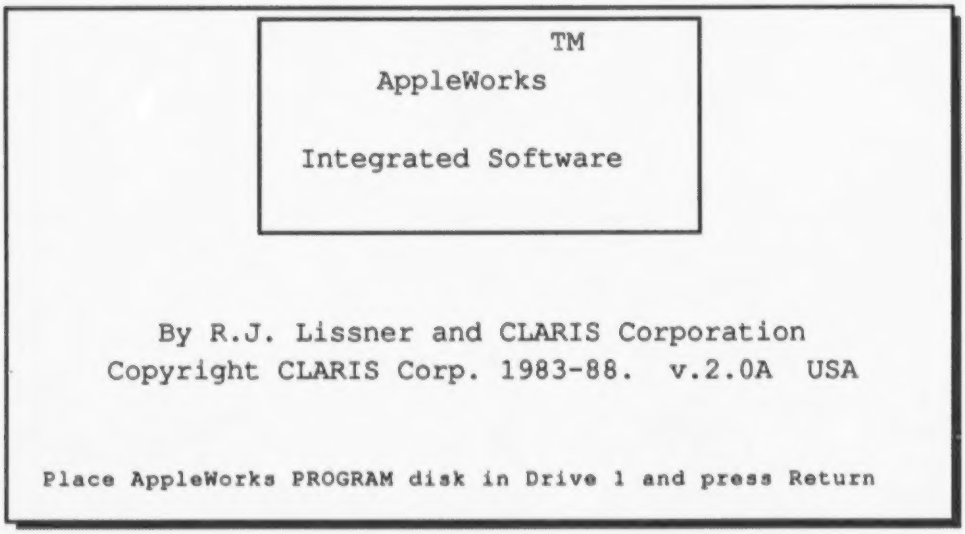
THE
Print Shop
FOR THE APPLE II+ / IIe / IIC / III (EMULATION MODE)

Broderbund Software
17 Paul Drive - San Rafael - California 94903

©1984 by Broderbund Software, Inc.

Disk Label

Single-sided 5 1/4 inch disk is copy protected but it does allow the owner to make one back-up copy which is then used as the program disk. Include your cataloging source in a note. This program requires a dot matrix printer and is a popular graphics program for making flyers, greeting cards, etc. It will boot up in color if you have a color monitor and a user's guide is included.



```
                    TM
        AppleWorks

   Integrated Software


    By R.J. Lissner and CLARIS Corporation
Copyright CLARIS Corp. 1983-88.  v.2.0A  USA


Place AppleWorks PROGRAM disk in Drive 1 and press Return
```

Title Screen

CLARIS AppleWorks Startup

ProDos based

©1983-1987 CLARIS Corporation. All rights reserved. ©1983-1986 Apple Computer, Inc. CLARIS is a trademark of CLARIS Corporation. AppleWorks is a registered trademark licensed to CLARIS Corporation. Apple and ProDos are registered trademarks of Apple Computer, Inc.

8-35-003A.

CLARIS AppleWorks

ProDOS based

©1983-1987 CLARIS Corporation. All rights reserved. ©1983-1986 Apple Computer, Inc. CLARIS is a trademark of CLARIS Corporation. AppleWorks is a registered trademark licensed to CLARIS Corporation. Apple and ProDos are registered trademarks of Apple Computer, Inc.

8-35-004A.

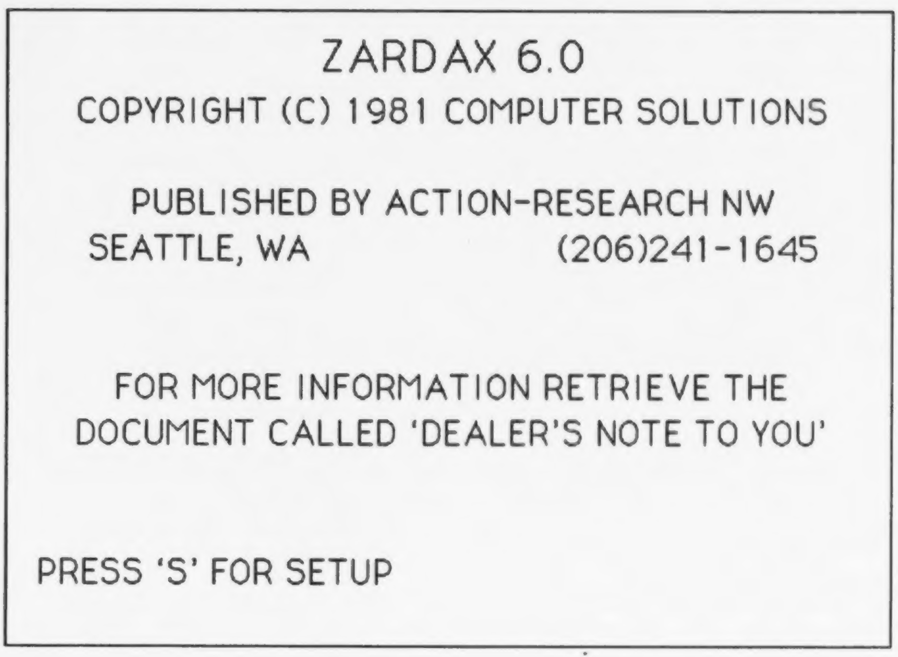
Disk Labels

These two labels are on one master disk. The start-up is on one side and the program on the other of this 5 1/4 inch disk. The instructions in the disk holder read as follows:

Please copy this disk before using it. Keep the master disk in a safe place.

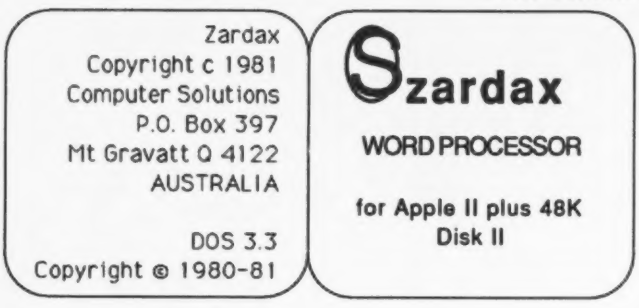
This program is not copy protected.

The package also contains two more 5 1/4 inch double-sided training disks. In addition there are also two 3 1/2 inch disks containing the startup, program, and training programs. Documentation consists of two manuals: *AppleWorks Reference* and a tutorial manual. According to the instructions the program requires an Apple IIe with an 80 column card or a IIc. It needs 128K of RAM memory, DOS 3.3, and one disk drive. Needless to say, you also need a monitor and a printer.



```
                 ZARDAX 6.0
   COPYRIGHT (C) 1981 COMPUTER SOLUTIONS

     PUBLISHED BY ACTION-RESEARCH NW
  SEATTLE, WA                (206)241-1645


   FOR MORE INFORMATION RETRIEVE THE
   DOCUMENT CALLED 'DEALER'S NOTE TO YOU'


 PRESS 'S' FOR SETUP
```

Title Screen



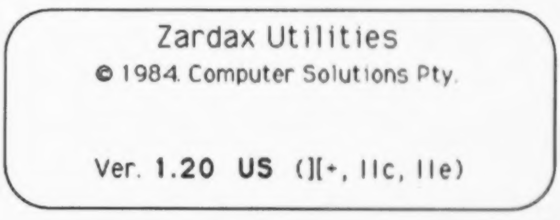
Zardax
Copyright c 1981
Computer Solutions
P.O. Box 397
Mt Gravatt Q 4122
AUSTRALIA

DOS 3.3
Copyright © 1980-81

Szardax
WORD PROCESSOR
for Apple II plus 48K
Disk II

(2 disks)

Disk Labels



Zardax Utilities
© 1984 Computer Solutions Pty.

Ver. **1.20 US** (][+, IIc, IIe)

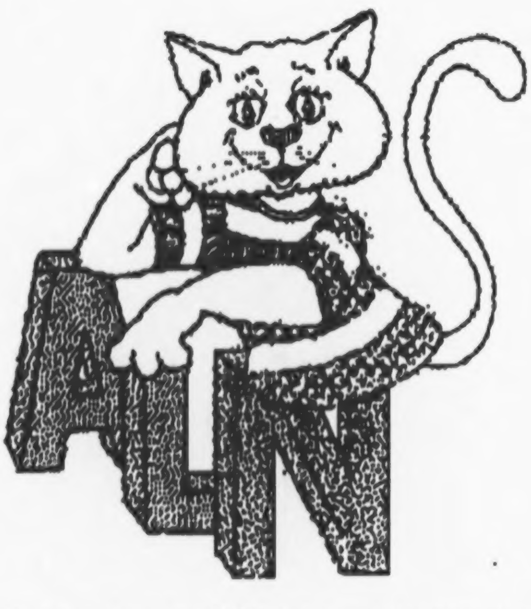
Notes

Mail the following to your instructor:

Learning Activity One: Written answers to questions 1-14, **REVIEW QUESTIONS AND EXERCISES**, pp. 277-8.

Learning Activity Two: Written answers to classification exercise on pages 58 and 59.

Learning Activity Three: Completed main entry catalog cards (computer print-out or catalog card forms) from items assigned to be cataloged in all the previous units. This is a total of 18 **main entry** cards to submit (19 if you completed the optional computer cataloging). In addition, **two** complete sets of catalog cards--one for a **personal author** as **main entry** and one with a **title** as **main entry**.



Don't forget to use the *ALN Cat* when preparing this assignment.

This Word Processor operates on the Apple II computer. It requires... an Apple II Plus, (not unduly modified), 48K or RAM memory, a single Apple Disk II drive, DOS 3.3 (16 sector), a printer with interface, and a small modification to the keyboard to permit shifting and shift lock. Note the copyright date which identifies this as one of the earlier Apple word processing programs. The program on the disk is a later version as you can see from the title screen and can be set up to run on the Apple IIe and IIc computers. One disk contains the program and the other a utilities program to configure the program to the system of the user (i.e. which Apple and brand of printer is in the system). Both of the 5 1/4" disks may be copied.

Learning Activity Four

If you have computer software in your library, this is a good time to get some help cataloging it! Before you **boot** (put the disk in the drive and turn on the computer) the program, you should fill out a **Cataloging Worksheet** from the information found on the label, manuals and any other documentation you have received. Next boot the program in your computer, compare the information on the title frame with what you already have on your worksheet. You may have to boot it several times in order to copy all the information you can from the title screen. After you boot it the first time (a cold boot) you should use a warm boot. Your computer manual will tell you which keys to use for that or check with the computer expert in your community. Be sure to check the title on the title screen to see that it is identical to what was on the label. If you do not have any computer software in your library, but there is some in the building, ask an expert to show it to you. Learn how to handle it, how to boot the computer and again fill out a Cataloging Worksheet from the information on the label, manuals and other documentation and then compare this with the information on the title frame.

Learning Activity Five

Type the information from the CATALOGING WORKSHEETS on a Card Catalog Form. or, if you have a microcomputer, print out the catalog cards using your computer. For the present, print only the main entry cards. Obviously you will not be able to put a call number or subject headings on your catalog cards yet. However, do type on the added entry tracings you do have and number them with Roman numerals (I., II., III., IV., etc.)

Notes

Mail the following to your instructor:

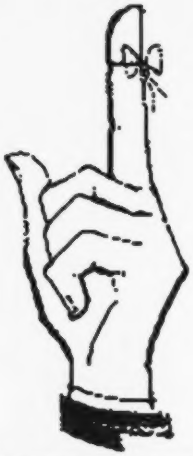
Learning Activity One: CATALOGING WORKSHEETS for each of the 2 recordings.

Learning Activity Two: Catalog card forms for each title analytic. Type a **main entry** card, a title card, and the **title analytic** for each title. That should be a total of **eight** catalog cards.

Learning Activity Three: CATALOGING WORKSHEETS for each of the three computer programs.

Learning Activity Four: This is an optional exercise only if you have computer software in your library to catalog. Send in the completed worksheet if you have a program you would like to catalog.

Learning Activity Five: Catalog card forms (or computer produced catalog cards) for each of the CATALOGING WORKSHEETS completed.



Be sure you put your name on the homework you send your instructor!

PESKY PERIODICALS & SERIALS

Unit 7: Assignments

1. Read *Introduction to Technical Services for Library Technicians*, Chapters 22 & 23.
2. Read Study Guide, Unit 7.

Activities:

Learning Activity One

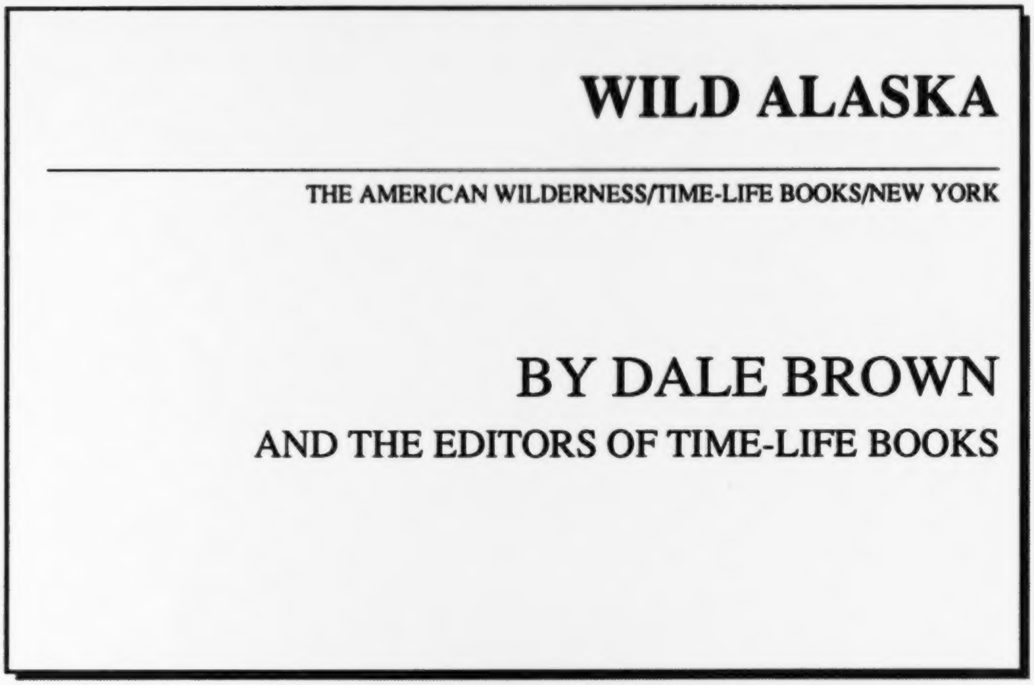
Write the answers to questions 1-9, REVIEW QUESTIONS AND EXERCISES, pp. 304-5. Be prepared to discuss questions 9-12. Mail your written answers to your instructor.

Learning Activity Two

Write the answers to questions 1-8, REVIEW QUESTIONS AND EXERCISES, pp. 314. Mail your written answers to your instructor.

Learning Activity Three

Please refer to Unit 3: Assignments, pages 20 and 25, the title pages for the map and the filmstrip. These items are part of a series. Review the CATALOGING WORKSHEETS and Catalog Card Forms or catalog cards you prepared for these items. Prepare CATALOGING WORKSHEETS and Catalog Card Forms for the following title page:



WILD ALASKA

THE AMERICAN WILDERNESS/TIME-LIFE BOOKS/NEW YORK

BY DALE BROWN
AND THE EDITORS OF TIME-LIFE BOOKS

Title Page

There is a lot of information including staff of Time-Life Books and notes about the author and consultant on the verso of the title page. The following information is all you really need to catalog this item:

If you have a copy of this book in your library, you may want to check the cataloging in your card catalog. If you do not have a copy, check the *ALN Catalog* to see how this publisher's series is cataloged. Besides looking under the author entry, check under the series, American wilderness. Also look under Time-Life Books and see if you find this title listed there. Mail your Cataloging Worksheet and Catalog Card Forms to your instructor. You may have some questions about this one so we shall discuss it in class.

©1972, 1973 Time Inc. All rights reserved.
Published simultaneously in Canada. Reprinted 1974.
Library of Congress catalogue card number 74-190658.

184 pages, illustrations are colored, and the book is 27 cm. high. You will find a bibliography on page 180 and also an index in the back of the book.

Learning Activity Four

You have been furnished with a microfiche copy of *Library of Congress Subject Headings*. This is also a serial publication since it is updated quarterly. Complete a CATALOGING WORKSHEET for your copy of this library tool. You will need to check under *Microforms* in the index in *The Concise AACR2* to find the rules that treat with cataloging of all types of microforms, including microfiche. As you insert the dates of the copy you have, think about the dates that would have to be changed if you had a subscription to this serial and were receiving a new edition quarterly.

The following is a copy of the information on the cardboard cover of the Jun 1987 issue. Also look in the *ALN Catalog* to see if you can find cataloging for the **hard copy** of this list.

Library of Congress
Subject Headings
Cumulative Microform Edition
Library of Congress Washington, D.C.
ISSN 0361-5243

Available From:
Cataloging Distribution Service
Library of Congress
Washington, D.C. 20541

The top of each microfiche repeats the above information (*Library of Congress Subject Headings*) and adds the date, **Jun 1987.** In addition each fiche is numbered in the upper right corner and the beginning alphabet listing is given on the left. This microform publication represents the cumulation of all subject heading sprinted in the 10th edition of the *Library of Congress Subject Headings* and those established since it was printed through the current quarter. The ISSN is the standard number used for serials as the **ISBN** is for books.

Learning Activity Five

Assume that your library subscribes to the weekly magazine, *Grit*. Fill out the periodical check-in card on the next page for the library's holdings in 1989, which is the 107th year of publication. Each issue of this weekly magazine is dated for the week (Jan 1-7, 1989, Jan. 8-14, 1989, etc.)

Name________________________________

Visible file serials sheet on
card mounted here

Jaly

It is received in your library on the previous Friday, the Jan 8-14 issue came Jan. 6. The issue dated Jan 29-Feb 3, 1989 was late and arrived on Feb. 2. Your subscriptions come through EBSCO and you keep their address on file. The Jan. 15-21 issue never arrived so you sent a claim on it. You do not bind this one and keep only the current year. The current issue, dated Mar. 19-25, 1989, was received on March 17. You have all the issues except Jan 15-21.

Learning Activity Six

Look up the cataloging for the *World Almanac and book of facts* in the *ALN Catalog*. Be sure you have located the cataloging with the open entry. If you have a copy of this title in your library, compare your card catalog copy with what you found in *ALN Catalog*. If they they are not the same, what is the difference and why? Make a note of the differences to discuss in class.

Notes

Mail the following to your instructor:

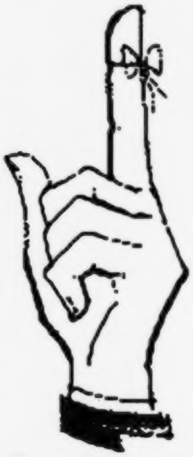
Learning Activity One: Written answers to questions 1-9, pp. 304-5.

Learning Activity Two: Written answers to questions 1-8, pp. 314.

Learning Activity Three: CATALOGING WORKSHEETS and Catalog Card Forms for the title page and cataloging information on pages 44-45.

Learning Activity Four: CATALOGING WORKSHEET for the microfiche edition of *Library of Congress Subject Headings*.

Learning Activity Five: Visible file periodical check-in card for *Grit*.



Be sure you put your name on the homework you send your instructor!

What's it All About?

Unit 8: Assignments

1. Read *Introduction to Technical Services for Library Technicians*, Chapter 20, pp. 243-258
2. Read Study Guide, Unit 8.

Activities:

Learning Activity One

Use your microfiche copy of the *Library of Congress Subject Headings*. Find examples of as many of the following types of subject headings as you can:

1. Noun
2. Two word normal order
3. Two word inverted
4. Parenthetical qualification
5. Phrase heading, inverted with phrase following class

Learning Activity Two

Use the *Library of Congress Subject List* for this activity. You may want to check your answers in the *ALN Subject Catalog* too. Give the appropriate subject headings and references for the following topics. You may assign more than one subject heading if you feel it would help a library user to locate the item. Be sure to trace back to see what is listed under the correct heading. For example, when searching the first one you find:

Sopwith Camel (Fighter planes)
    USE Camel (Fighter planes)

The above listing tells you that the **Sopwith Camel (Fighter planes)** heading is not used and you should look up **Camel (Fighter planes)** which is the correct subject heading:

Camel (Fighter planes)
    UF Sopwith Camel (Fighter planes)
        Sopwith fighting biplanes
    BT Fighter planes

The listing on the left tells you that the term **Camel (Fighter planes)** is used for the terms **Sopwith Camel (Fighter planes)** and **Sopwith fighting biplanes. A broader term** is **Fighter planes.** Since the book you have is about the **Sopwith Camel** and it was a biplane, you make both **see** references. You would **not** make the **see also** reference **unless** you had some books about Fighter planes besides the one about the Sopwith Camel. Don't get carried away trying to make references. It is really better not to make one than to make a blind one that leads nowhere. You should use the form subdivision HISTORY since it is a **history** of the subject. You need to make all the **UF** references suggested.

The correct answer for #1 is:

CAMEL (FIGHTER PLANES)--HISTORY
FIGHTER PLANES--HISTORY
x SOPWITH CAMEL (FIGHTER PLANES)
x SOPWITH FIGHTING BIPLANES

Deal only with the subjects on this worksheet. Therefore, you would not make any other references for this one.

Read each of the questions carefully. The answers can usually be found in the question or to the term in *LCSH* indicated by the question. At this point do not bother with any **see also** references since they depend upon there being books about the **broader terms** in the library. You have no way of knowing what else might be available. Choose the subject you would use and then check in the *ALN Cat* to see if it has been used there. If you do not find it there, you may want to look further for the Alaskan topicsor try another subject heading. You should find subject headings that you can use as examples for the Alaskan topics in the *ALN Cat* .

Be sure to put your name at the top of the next page and mail your answers to your instructor.

I knew you would find what you were looking for if you followed all the references in the card catalog!

Name________________________________

1. A history of the Sopwith Camel fighter plane.
   CAMEL (FIGHTER PLANES)
   FIGHTER PLANES
   x SOPWITH CAMEL (FIGHTER PLANES)

2. Camera repair. (Hint: If you aren't satisfied with what you find under cameras, check under Repairing)

3. A recent travelers' guide to Alaska. (First look under United States to see what subdivisions may be used with a place.) (What would the subject heading be if it were a travel guide published just after statehood?)

4. Safety measures for boating on the Yukon River.

5. Diseases of the caribou in Alaska : a statistical evaluation. (Hint: For a pattern listing of possible subdivisions for the heading Caribou, look under Fishes. Also check under statistics)

6. A bibliography of current articles on copyright. (Hint: **Bibliography** is a standard form subdivision)

7. Camping and backpacking in the Brooks Range.

8. House repairing for the home owner who is an amateur.

9. A history of polar bear hunting. (Hint: Look for **Bear hunting** and follow the pattern. Also look under **History**)

Name________________________________

10. The breeding of champion sled dogs, including the Alaskan malamute and the Siberian Husky. (Use both LCSH and *The ALN Subject Catalog* for this one)

11. A map of rivers and streams around Anchorage for sport fishing.

12. A book of Alaskan Eskimo legends. (Hint: Your own card catalog might help with this one.)

13. A tape describing Eskimo music.

14. A textbook for use with an ESL program.

Notes

Mail the following to your instructor:

Leraning Activity One: Examples of each of the five types of subject headings you found in the *LCSH*.

Learning Activity Two: Written answers to the subject heading exercise on pages 55-56.

Be sure you put your name on the homework you send your instructor!

A PLACE FOR EVERYTHING

Unit 9: Assignments

1. Read *Introduction to Technical Services for Library Technicians*, Chapter 21, pp. 259-278
2. Read Study Guide, Unit 9.

Activities:

Learning Activity One

Write the answers to questions 1-14, **REVIEW QUESTIONS AND EXERCISES**, pp. 277-8. Be sure to include any questions you have so they can be discussed in class. Mail your written answers to your instructor.

Learning Activity Two

The following information is taken from *Dewey Decimal Classification and Relative Index, Edition 19*. volume 2, Schedules, p. 617 and volume 1, Tables, pp. 418 & 429:

497 North American native languages

Class here comprehensive works on American native languages

Add to 497 the numbers following 97 in "Languages" notation 971-979 from Table 6, e.g., Macro-Penutian languages 497.4

For South American native languages, see 498

Table 6. Languages

The following notations are never used alone, but may be used with those numbers from the schedules and other tables to which the classifier is instructed to add "Languages" notation...

--97 North American native languages

Class here comprehensive works on American native languages

For South American native languages, see --98

--971 Eskimo-Aleut languages

--972 Na-Dene languages

Including Tlingit, Athapaskan (Chipewyan, Apachean, Navaho)

You will use the above information, the *Third Summary* in the *Summaries* , and the *ALN Subject Catalog* for the next exercise in assigning classification numbers. Find 497 in the *Third Summary*. You could classify an Eskimo language book satisfactorily for your small library using only the *Summaries*. In fact, the *Summaries* would be quite easy to use, if only they were indexed! First locate the correct 3-digit number in the Third *Summary* and then check for a number in the *ALN Subject Catalog*. You may find a longer number there. Record both numbers on the answer sheet. Sometimes you may have to use the *ALN Subject Catalog* first if you are unable to locate a term in the 3rd Summary. Be sure you find the Dewey Decimal number for each subject. Remember LC classification numbers begin with a letter or letters of the alphabet with

Name______________________________

no space between the letter(s) and the numbers following. Sometimes you will find some letters at the beginning of a Dewey number but there will be a spaec or line between the letter or letters and the Dewey number.

1. Library cataloging and classification
3rd Summary: ALN:
Subject Heading:

2. American encyclopedias
3rd Summary: ALN:
Subject Heading:

3. North American newspapers
3rd Summary: ALN:
Subject Heading:

4. Philosophy magazine
3rd Summary: ALN:
Subject Heading:

5. A discussion of social ethics
3rd Summary: ALN:
Subject Heading:

6. The New Testament
3rd Summary: ALN:
Subject Heading:

7. Greek myths
3rd Summary: ALN:
Subject Heading:

8. Correctional centers
3rd Summary: ALN:
Subject Heading:

9. High Schools
3rd Summary: ALN:
Subject Heading:

10. Folklore
3rd Summary: ALN:
Subject Heading:

11. Aleut language.
3rd Summary: ALN:
Subject Heading:

12. Science dictionary.
3rd Summary: ALN:
Subject Heading:

13. Electricity.
3rd Summary: ALN:
Subject Heading:

14. Mineralogy
3rd Summary: ALN:
Subject Heading:

15. Weather
3rd Summary: ALN:
Subject Heading:

16. Birds
3rd Summary: ALN:
Subject Heading:

17. Interesting inventions
3rd Summary: ALN:
Subject Heading:

18. Pets
3rd Summary: ALN:
Subject Heading:

Name________________________________

19. Bookkeeping
3rd Summary: ALN:
Subject Heading:

20. Petroleum
3rd Summary: ALN:
Subject Heading:

21. Furs
3rd Summary: ALN:
Subject Heading:

22. Roofing a house
3rd Summary: ALN:
Subject Heading:

23. Guitars and guitar music
3rd Summary: ALN:
Subject Heading:

24. Ivory carving
3rd Summary: ALN:
Subject Heading:

25. Eskimo poetry
3rd Summary: ALN:
Subject Heading:

26. English fiction
3rd Summary: ALN:
Subject Heading:

27. Travel in Alaska
3rd Summary: ALN:
Subject Heading:

28. History of Alaska
3rd Summary: ALN:
Subject Heading:

29. Outer space
3rd Summary: ALN:
Subject Heading:

30. Map of the moon
3rd Summary: ALN:
Subject Heading:

Learning Activity Three

Now that we have learned how to do both descriptive and subject cataloging, go back to all the CATALOGING WORKSHEETS you have completed to date. Add both the classification numbers and the subject headings to each worksheet. There are 14 worksheets from Units 2 and 3. There are 3 worksheets for computer software from unit 5 plus one more if you did the optional computer program. There is more one worksheet from Unit 6 for the microfiche serial publication. After you have completed these worksheets, prepare one main entry card for each of these 18 (or 19) worksheets. Use either the Catalog Card Form, or print out the cataloging using a computer program. If you use a computer to print out the main entries on ordinary paper, be sure the cataloging will fit on a 3x5 catalog card. The easiest way to do this is to trace the outline of a catalog card around your printed copy. You may wish to try printing your catalog cards on card catalog stock which you can obtain from your instructor. Remember some non-print items may not be classified using Dewey Decimal numbers. Use whatever system you use or plan to use in your library.

In addition, do **one** complete set of catalog cards for an item with a **personal author** as **main entry** and **one** complete set of cards for an item with a **title main entry**.

PUTTING IT ALL TOGETHER

Name______________________ Unit 10: Assignments

1. Read Study Guide, Unit 10.

Activities:

Learning Activity One

Using the filing examples on page 59 in your Study Guide, find examples of each of the author-title filing rules. Next using the *ALN author/title catalog*, see if you can find examples of each of the author /title filing rules. Write down the Rule number and the examples you find and mail to your instructor.

Learning Activity Two

Using filing examples on pages 60-61 in your Study Guide, find examples of each of the subject filing rules. Next using the *ALN subject catalog*, see if you can find examples of each of the subject filing rules. Write down the Rule number and the examples you find and mail to your instructor.

Learning Activity Three

Using *Library of Congress Subject Headings*, find examples of each of the subject filing rules. Look over the examples given in the rules and see if you can find the same pattern in *LCSH*. Write down the Rule number and the examples you find and mail to your instructor. Which tool was easier for you to use, *LCSH* or *ALN Cat*?

Learning Activity Four

Place the following in filing order by numbering them 1-10 in the spaces to the left

_____MacLaren, J

_____Machinery

_____Machuron, Joe

_____M'Laren, J Wilson

_____McHenry, Bill

_____Mac's big burger

_____Mach

_____McLaren, Ian

_____Maclaran, William

_____McRobbie, Richard

_____Mother knows best

_____Mr. Lincoln came to Dayton

_____Mitchison, Naomi

_____Mrazek, Wilhelm

_____Ms. Manners

_____Mrsulja, B. B.

_____Mister Fox goes to town

_____Miss Manners

_____Messrs. Copeland & Days

_____Mrs. Man

Name______________________________

_____Staal, Fritz

_____Saint-Saens, Marc

_____Saint Kitts (main entry)

_____S & S Engineers

_____Saint Kitts (title)

_____SSW

_____S and S Engineers

_____St. Barnabas Hospital

_____Sadler, L. L.

_____SEDOS

_____American Accounting Association

_____American Medical Association

_____Americana (Brazil)

_____American Bar Association. Young..

_____Americans abroad (title)

_____America, America (title)

_____America's doctor's (title)

_____America Metro Maps (firm)

_____Americana (title)

_____American Bar Association. Forum..

_____MARY, QUEEN CONSORT OF JAMES V, KING OF SCOTLAND

_____MARY STUART, QUEEN OF THE SCOTS, 1541-1587

_____MARY II, QUEEN OF ENGLAND, 1662-1694

_____MARY MAGDALENE, SAINT, IN ART

_____MARY, SAINT OF EGYPT--LEGENDS

_____MARY I, QUEEN OF ENGLAND, 1516-1558

_____MARY, VIRGIN--FICTION

_____MARY, OF EGYPT, SAINT

_____MARY, BLESSED VIRGIN, SAINT--CULT--ITALY

_____MARY TUDOR, QUEEN OF ENGLAND, 1516-1558

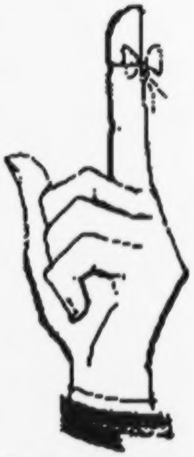
Name________________________________

_____GREAT BRITAIN--HISTORY--CHARLES II, 1660-1685
_____GREAT BRITAIN--HISTORY--19TH CENTURY--SOURCES
_____GREAT BRITAIN--HISTORY--ELIZABETH I, 1558-1603
_____GREAT BRITAIN--HISTORY--RESTORATION, 1660-1688
_____GREAT BRITAIN--HISTORY--ANGLO-SAXON PERIOD, 449-1066
_____GREAT BRITAIN--HISTORY--EDWARD VIII, 1936
_____GREAT BRITAIN--HISTORY--14TH CENTURY
_____GREAT BRITAIN--HISTORY--ELIZABETH II, 1952
_____GREAT BRITAIN--HISTORY--NORMAN PERIOD, 1066-1154
_____GREAT BRITAIN--HISTORY, NAVAL

Notes

Mail the following to your instructor:

Learning Activity One:	Examples illustrating the 9 author title filing rules from your Study Guide and those from the *ALN Author-TitleCatalog*.
Learning Activity Two:	Examples illustrating the 4 subject filing rules from your Study Guide and those you found in the *ALN Subject Catalog*.
Learning Activity Three:	Examples illustrating the 4 subject filing rules from *LCSH*.
Learning Activity Four:	Six filing exercises.
Learning Activity Five:	Filing exercise with slips you cut apart. Put them in proper order according to the rules, then number each slip in the order you have chosen.



Be sure you put your name on the homework you send your instructor!

Name________________________________

Learning Activity Five

Cut the following headings apart on the dotted lines. File according to the author-title rules, number them in the proper order and mail to your instructor.

Alaska. Legislative Council

Alaska Alternative Energy Conference

Alaska. Court System. Magistrate Services

Alan and the animal kingdom

The Alaska position on the law of the sea

Alan Guttmacher Institute
    11 million teenagers

Alaska (title)

Alaska. Board of Fisheries
    Advisory committee newsletter

Alaska : challenge in education

Name______________________________

Alaska. Board of Fisheries
1982 processing capacity update

Alan Guttmacher Institute.
Family planning digest

Alascom

Alaska Oil and Gas Association

Alan and Naomi

Alaska bear tales

Alaska library directory

Alaska's economy :

Alaska Power Authority

Alaska Club (Seattle, Wash.)

Alan Guttmacher Institute

Name________________________________

Family planning services, Alaska

Alaska. Court System
Planning for 1985, Fairbanks court and...

Alaska coal : a bibliography

Alan Alda : a biography

Alaska 4-H horse show guidelines

Alaska and the Klondike

Name________________________________

CATALOGING WORKSHEET

Main Entry:

Title (other title information, statement of responsibility):

Edition:

Publication area (Place, publisher, date):

Physical Description:

Series:

Notes:

ISBN: **LCCN:**

Subjects:

Added Entries:

DDC: **LC:**

Name______________________________

CATALOGING WORKSHEET

Main Entry:

Title (other title information, statement of responsibility):

Edition:

Publication area (Place, publisher, date):

Physical Description:

Series:

Notes:

ISBN: **LCCN:**

Subjects:

Added Entries:

DDC: **LC:**

Name____

Catalog Card Form

Use this form when you have an assignment that requires you to type catalog cards.

Name________________________________

Catalog Card Form

Use this form when you have an assignment that requires you to type catalog cards.

Course Outline - Current Practices in Library Cataloging & Classification

I. Upon successful completion of this course students will have an understanding of the purpose and importance of the library card catalog, be able to perform original cataloging on a variety of media, and be able to maintain a library card catalog following standard current procedures.

II. This course will require reading the textbook and course outline units, attending audio-conference lectures and class discussions, and submitting completed homework assignments at the end of each unit.

III. Each student will be furnished a study guide to be used in conjunction with the textbooks. This study guide will include additional information and homework assignments for each unit.

Following is a list of the Units and objectives for each:

Unit 1 - Getting Started

To understand the cataloging process and why library materials must be cataloged.

To learn the terminology used by catalogers.

To understand the difference between descriptive and subject cataloging.

Unit 2 - Describing a Book

To learn how to read a work technically and to identify the information in the work itself which is necessary to use to describe the item.

To learn how to prepare a worksheet for descriptive cataloging an item.

To learn how to type a main entry catalog card.

To learn additional cataloging terminology and use it correctly.

Unit 3 - Describing Non-Print Media

To learn how to apply descriptive cataloging rules to non-book materials.

Unit 4 - What is the ALN Cat?

To learn how to use the *Alaska Library Network microfiche catalog* to find cataloging information.

To learn how to use the information found in the Alaska Library Network microfiche catalog to type a catalog card.

Unit 5 - Who's the author?

To learn how to identify the main entry and added entries of a work.

To learn how to determine the form of entry and make necessary references.

Unit 6 - Getting More From Less

To understand the value of analytical entries for the small library.

To learn descriptive cataloging for computer software.

Unit 7 - Pesky Periodicals, Multiparts and Serials

To learn to distinguish between monographs and serial publications.

To learn the difference between multipart items and serial publications.

To learn how to use the open entry card format in cataloging.

To learn how to check in periodicals.

Unit 8 - What's it All About?

To learn to determine the subject of an item and assign a subject heading.

To become familiar with using the LC Subject Heading list including use of subdivisions.

To learn how to make subject cross references.

Unit 9 - A Place for Everything

To understand library classification systems.

To learn how to assign classification numbers to library materials using Dewey Decimal Classification.

To learn how to use the existing card catalog and ALN catalog when assigning classification.

To learn how to assign book numbers in conjunction with classification.

Unit 10 : Putting it all Together

To learn how to sort catalog cards received with library materials.

To learn to follow basic rules for filing the catalog cards in a library card catalog

IV: Out-of Class Assignments:

Most assignments will be a combination of answering questions found at the end of the chapters in the textbook and actually cataloging a variety of library materials from replicas of title pages or other chief sources of information. Homework is to be mailed to the instructor as soon as it is completed. It will be carefully corrected and the student will have a file of correct examples for each type of media cataloged.

The final activity will be the complete original catalolging of five items from the student's local library. They will include both print and non-print materials and will be items left uncataloged because they are problems.

V. Bibliography:

Introduction to Technical Services for Library Technicians, by Marty Bloomberg and G. Edward Evans. 5th edition. Littleton, Colo., Libraries Unlimited, 1985. Chapters 15-25.

The Concise AACR2, being a rewritten and simplified version of Anglo-American Cataloguing Rules second edition prepared by Michael Gorman. Chicago: American Library Association, 1981.

Commonsense Cataloging : a cataloger's manual, by Rosalind E. Miller and Jane C. Terwillegar. 3rd edition. New York, H.W. Wilson, 1983.

Akers' Simple Library Cataloging, Completely revised and rewritten by Arthur Curley and Jana Varlejs. 7th edition. Metuchen, N.J., Scarecrow, 1984.

Dewey Decimal Classification and Relative Index, Devised by Melvil Dewey; Edited under the direction of Benjamin A. Custer. Edition 20. Dublin, OH, Forest Press OCLC, 1989.

Library of Congress Subject Headings (Microfiche editions will be furnished students to use when assigning subject headings)

Alaska Library Network Catalog (Microfiche edition of Alaskan libraries holdings in the Western Library Network, available in Alaskan libraries)

Cataloging Microcomputer Software: Using the Newly Revised AACR2 Chapter 9, by Nancy B. Olson.(*Policy and Practice in Bibliographic Control of Nonbook Media*, American Library Association. Resources and Technical Services Division. pages 156-167)

Anglo-American Cataloging Rules, prepared under the direction of the Joint Steering Committee for revision of AACR; Edited by Michael Gorman and Paul W. Winkler. Second edition, 1988 Revision. Chicago, American Library Association, c1988.